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ABSTRACT

Law 20, in the Alberta (Canada) educational system, is an introductory course with three core modules: (1) "Nature of Law and Civil Law System," (2) "Contract Law," and (3) "Family Law." Law 30 consists of (1) "Basic Rights and Responsibilities," (2) "Labour Law," and (3) "Property Law." Two optional modules are available in each course if it is offered for five credits. The purpose of this manual is to help teachers meet the program objectives for the Law 20-30 curriculum, revised in 1985. The manual assists with long-range planning by providing suggestions on how to select modules and with short-range planning by providing suggestions on how to sequence the topics within these modules. It outlines teaching strategies that should be implemented in the course and suggests activities, as well as ideas on how to evaluate student progress. The manual also identifies terms and provides definitions of words used in each module and lists approved and community resources. The methods suggested are based on practices used by successful and experienced educators in Alberta. (JB)

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Senior High School

TEACHER RESOURCE MANUAL

ED316475

LAW 20-30

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Curriculum *Support*

Alberta
EDUCATION

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LAW 20–30

TEACHER RESOURCE MANUAL

1989

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PURPOSE

The purpose of this manual is to assist teachers to meet the program objectives for the Law 20–30 curriculum revised in 1985. This manual:

- helps with long-range planning by providing suggestions on how to select modules
- helps with short-term planning by providing suggestions on how to sequence the topics within these modules
- outlines teaching strategies that should be implemented in the course
- suggests activities
- suggests how student progress can be evaluated
- identifies terms and provides definitions of words used in each module
- lists approved and community resources.

> This is a support document which is not mandatory in any way. It suggests methods that are based on practices used by successful and experienced educators in Alberta. Since no document of this type can address every situation, only suggestions that are appropriate to your students, school, and community should be used.

This manual is unbound and punched for 3–ring binders. This format will allow teachers to add personal references and/or notes, or move the "Teaching Suggestions" section next to the specific module from the curriculum guide. In addition, this format will facilitate updating the materials as necessary.

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SECTION I

PROGRAM

PROGRAM OBJECTIVES

Introduction

Law 20–30 is designed to promote students' appreciation and understanding of the legal systems and relevant laws that regulate personal interactions and business related activities. Through analysis of actual cases, the student will develop analytical reasoning skills and an awareness of the legal issues and legal procedures with which a citizen and employee must deal.

Objectives

The student will:

1. develop knowledge and understanding of the growth of our legal system and the courts that administer its principles.
2. develop an understanding of the fundamental principles, terminology and structure of civil and criminal law.
3. recognize the rights and responsibilities of the individual and the relationship that these have with society.
4. develop tolerance and maturity in the critical analysis of our legal system.
5. identify and use opportunities to apply logical thinking and good judgment in applying legal principles to business and personal problems.
6. identify the rights and responsibilities of the parties to various types of contracts.
7. investigate and apply the laws governing common consumer transactions.
8. examine laws relating to employment and the bargaining process.
9. study the laws related to the family unit.
10. study the laws related to the rights and responsibilities of renting or owning real property.

Course Organization

Two courses are available, Law 20 and Law 30. Each course consists of three core modules. You then have a choice of four optional modules if you are teaching a five-credit course.

Law 20 is an introductory course. The core modules, "Nature of Law and Civil Law System", "Contract Law" and "Family Law" form a basis for the understanding of law and our legal system.

Law 30 consists of "Basic Rights and Responsibilities", "Labour Law" and "Property Law" and, if offered for five credits, two additional modules that students have not taken previously.

The teacher, in consultation with the department head and principal, should decide on the additional modules to be used to make up any five-credit course. Some teachers consult students when determining the optional modules.

Each module is designed to be taught in 25 hours, so utilization of time is quite critical to ensure that the content is covered, with time for review and evaluation.

FLOWCHART OF MODULES FOR LAW 20–30

Notes on Course Implementation

LAW 20
CORE

1. Nature of Law and Civil Law System
2. Contract Law
3. Family Law

LAW 30
CORE

4. Basic Rights and Responsibilities
5. Labour Law
6. Property Law

LAW 20–30
ELECTIVE

7. Criminal Justice System
8. Consumer Law
9. Tort Law
10. Controversial Issues

The law subject strand is composed of ten modules. Law 20 may be offered for three or five credits. Law 30 may also be offered for three or five credits. NOTE: Law 20 is not a prerequisite for Law 30.

Three modules are designated core for the 20 level, three are designated as core at the 30 level. Additional modules to form 5–credit courses may be selected from the elective law modules, or from the optional strand.

Modules from the optional strand which are recommended for integration into the law program are:

Module 10. Business Research Project
Module 16. Business Simulation

Refer to individual modules for further information regarding equipment requirements or prerequisites.

SECTION II

PLANNING

LONG-RANGE PLANNING

The law strand allows schools to design courses that are suitable for students of all ability levels. Students will have a variety of interests (criminal, civil tort, controversial issues, etc.) and backgrounds (personal experiences with the law, previous coursework in elementary or junior high school, experiences of friends and relatives, etc.). As a consequence, Law 20–30 are particularly challenging courses to teach.

When planning the law courses, you will need to answer the following questions:

1. How many credits (modules) are to be offered at each grade level (three or five)?

2. How will the law courses complement other law related courses (social studies, basic business, personal living skills) offered in the school? Cooperative planning among teachers will eliminate inappropriate overlap and duplication of resource use. As each of the programs noted above have different emphases and may attract different students, the courses may not necessarily overlap.

3. Will computers be accessible for use in the law course? For example, students could access law related data bases for research.

4. As Law 20 is not a prerequisite for Law 30, the Law 30 teacher faces the additional challenge of dealing with students who have no background in law, along with students who have successfully completed Law 30. What modifications will be made to Law 30 for students who have successfully completed Law 20?

5. How are the selected modules to be organized within each course? NOTE: Once the modules are selected, the sequence of the topics and learning tasks is the decision of the teacher. All learning tasks should be covered, but the time spent on each learning task should reflect the needs and interests of the class.

Pages 13-15 show an example course outline for Law 20. Page 16 is a sample year plan for a 3-credit Law 20 course.

A number of external factors also affect program planning for Law 20-30:

1. available support materials within the school library, the classroom and nearby public libraries

2. the physical layout of the classroom. Desks or tables that can be moved facilitate the use of group work, research projects and mock trials. Suitable shelving for the many free or inexpensive pamphlets and booklets encourages student research

3. the expertise accessible from people in the community, such as judges, lawyers, court workers, parole officers, police, and representatives of community groups

4. access to courts of law for field trips.

Role of the Teacher

The best resources available are the teachers' knowledge, planning and organizational skills. Perhaps the greatest challenge for law teachers is to keep current with the continuing changes that occur in law. As law is a dynamic process, so the ongoing need for teachers to keep abreast. There are a number of courses, for teachers of law, offered by university faculties of education and home economics during summer school.

Once you have familiarized yourself with the content of a module through a thorough reading and re-reading of the text, you should familiarize yourself with the resources available. The Legal Resource Centre in Edmonton, or Calgary Legal Guidance in Calgary, have resources that support the modules you have chosen to teach.

In addition to these resources, the teacher should identify guest speakers who would be available to come to the classroom and speak to the students about their area of expertise. The Legal Resource Centre has a list of available speakers, and in many communities there are lawyers, judges, police, etc., who would be willing to come to your class. The Legal Resource Centre services are available to all teachers throughout the province.

Teaching Strategies

Because of the nature of the subject, a variety of teaching strategies should be used:

1. Role Play: Students can act out legal situations, such as arrest, or negotiating a contract, and conduct mock trials, puppet shows, etc. Each situation must be carefully prepared, including the setting of specific teaching objectives, clearly defined roles and a follow-up discussion.

2. Mock Trial: A mock trial can be a very rewarding and enjoyable project. It can fulfil four objectives:

   - teaching courtroom procedures
   - illustrating the functions of the various participants
   - showing the adversarial nature of our judicial system
   - developing knowledge of substantive law and defences.

   Resource people can assist in setting up and managing the mock trial. A mock trial can depict either criminal or civil procedure, or can be used to illustrate parts of a trial; e.g., jury selection. The students could research and prepare their own mock trial or use one of the kits already prepared.

3. Case Study: In this technique, the emphasis is on helping the students apply their knowledge to realistic situations. Students not only extend their knowledge of the law, but learn to abstract principles from general information and to use analyzing and reasoning skills which are useful in other areas besides law.

   There are three elements in presenting a case study:

   - identify the facts of the situation
   - identify the legal issues and arguments for both sides of the situation
   - prepare a decision, including the reasons for the decision, discussion of these reasons, and, if possible, cite precedent cases to support that decision.

4. Debate: Many topics in Law 20-30 lead to an ideal opportunity for a debate. The class could be divided into two sides with each side researching the topic and the legal issues. A resource person from the Alberta Debating Society could be invited to judge the debate. A discussion should follow on the law and the result of the debate, and relate these to the objectives of the unit.

5. Analysis/Review of Newspapers and Magazines: These are an excellent source of current information. The teacher or students could bring an article which would then be discussed in class, or follow a court case and its resulting verdict through the newspapers. Another technique would be for students to create a scrapbook of newspaper articles on various areas of law.

6. Lecture: This provides an opportunity for the teacher to cover background knowledge in basic law and vocabulary. Lecture allows for a great deal of material to be covered in a short period of time.

7. Motivational Ideas: Use of bulletin boards, cartoons, field trips, guest speakers, all help to motivate students and help to ensure continuing interest.

LAW 20 COURSE INFORMATION SHEET

(EXAMPLE)

CREDITS: 3
PREREQUISITE: None

Welcome to Law 20. During this course you will.

1. develop knowledge and understanding of the growth of our legal system and the courts that administer its principles.

2. develop understanding of the fundamental principles, terminology and structure of civil and criminal law.

3. develop tolerance and maturity in the critical analysis of our legal system.

4. identify and use opportunities to apply logical thinking and good judgment in applying legal principles to business and personal problems.

5. identify the rights and responsibilities of the parties to various types of contracts.

6. identify the rights, expectations, and responsibilities of family members affected by marriage, separation, divorce, common-law relationships, and death.

Throughout this course you will be focussing on the following areas of law:

- Nature of Law and Civil Law System (Module 1)
- Contract Law (Module 2)
- Family Law (Module 3)

Evaluation

Module	Class Work	Tests
1	30	70
2	30	70
3	30	70

YEAR'S WORK = 80% FINAL = 20%

Student Involvement

Law 20 is a course that encourages student involvement. Activities will include analysis of case studies, role plays, mock trials, field trips. Guest speakers will be invited to address certain topics.

1. All students must be able to work alone or in groups (contributing a "fair share" to the efforts of the group).

2. Students must be aware that attendance is critical to success.

3. If a student does miss a class, he/she is expected to obtain information regarding material covered from:

   - course outline and any other sheets outlining curriculum (assignment sheet, etc.)
   - other students
   - teacher (at noon, before or after class).

4. Assignments will be given a due date and students will be expected to hand them in before or on the due date.

   - If an assignment is missed, supplementary work can make up marks lost.
   - There will be "in class" assignments and quizzes, given on an impromptu basis, beyond those designated for each module.

5. Participation in discussions is expected and, if questions are based on homework, review, or assigned reading, the student's comments may be evaluated.

Assignments/Quizzes

Assignments will either be for practise or for final evaluation.

Students should check practise assignments against the KEY available in the room for accuracy of work.

Assignments for final evaluation must be handed in on time. Only students with acceptable reasons for being absent will be allowed to hand in assignments late. Some assignments will be done in class, some for homework.

There will be many short quizzes. A module examination will be given after finishing each module.

Students with low marks or those who have missed assignments may increase their assignment mark by completing supplementary work. Examples of supplementary assignments follow:

1. A summary of a case found in the newspaper. Clip and attach newspaper articles and briefly summarize material answering the following questions:

   - Who was the plaintiff or Crown Prosecutor?
   - Who was the defendant or accused?
   - Which court was the trial being held in?
   - What law was being tested?
   - What decision was reached? (Give your opinion on the decision.)

2. Summarize an article from a magazine (Resource News, Liaison, Focus, MacLeans, etc.) in point form. Allow three pages of reading summarized to one page for every assignment worth four points.

3. Read one of the books indicated in the suggested list and write a book review (allowance of 20 marks on assignments).

4. Take one indictable offence from the Criminal Code – one that is included in the code, but is a lesser offence than others (murder, manslaughter, assault, etc.) – and give the following information:

   - a concise explanation of the law
   - court the case would be tried in
   - penalty range which the justice/judge could give.

Background Study

Television programs and daily newspaper events relating to law should be viewed and read.

The use of reading material available in pamphlet and book form from the classroom or from a library is definitely encouraged and would allow a student bonus marks if a summary of material covered is handed in.

Students are encouraged to:

- listen to the audiotapes on a topic if they have missed class

- dial the DIAL-A-LAW number (toll free) to obtain current information on material covered in the module.

Building Thinking Skills

The Law 20-30 courses are particularly effective in helping students improve their ability to think critically. By analyzing cases, debating issues and refuting argument students are able to expand their ability to:

- compare and contrast
- analyze
- sequence.

LAW 20
PLANNING OUTLINE
(EXAMPLE)

Module 1: Nature of Law and Civil Law System

Credits: First module of a 3-credit course

Period: 80 minutes every other day

Textbook: *All About Law*

Additional References:
Take Notice
Canadian Law
Layman's Book of Law
Criminal Code of Canada
Law Dictionary

Pamphlets: Information booklet duplicated for class set (Legal Resources)

Audio-Visual: Why Obey? Why Not Obey Laws? – Filmstrip

Available from: School Library

Units	No. of Classes	Textbook Readings: All About Law
1. Origin of Law	1	pp. 6-15, 23-27
2. Rule of Law	1/2	pp. 6, 14
3. Classification of Law	2/3	pp. 9-10, 12, 15-19, 34-36, 89-91
4. Changing Canadian Law	2	pp. 23-37
5. Canadian Courts	2	pp. 91-100 (text inaccurate for Alberta), 255-257
6. Remedies	1	pp. 161-170, 261-270
7. Legal Procedure	2	pp. 104-109, 113-114, 117-126, 255, 257-261
	12	
Field Trip	1	
Review	1	
Module Test	1	

Speakers: Changing Canadian Law — Member of Parliament, Member of R.C.M.P., MLA or Reeve, Legislative Assembly Reeve, City Counsellor

Field Trip: Courthouse (after "Canadian Courts" or after "Legal Procedure")

Unit	Teaching Strategies
1. Origin of Law (one class)	
• History	Worksheet/cases (How would they be handled?)
• Equity concept (due process)	Simulation/discussion/class
• Common law (Rule of Precedent)	Cases/newspaper clipping
2. Rule of Law (one or two classes)	
• Concept of justice	Brainstorm, discussion (right/wrong in law)
• Need for law	Simulation (spaceship/desert island) Filmstrip (Why Obey? Why Not Obey Laws?)
• Morality and law	Discussion (how common law changes penalties; i.e., penalties for impaired driving, possession of narcotics, etc.)
• Law and individuals, businesses, government	Discussion (examples from students, teacher)
• Rights of citizens	Questionnaire on teenage rights/discussion Article summarized. Relate to responsibilities
3. Classification of Law (two or three classes)	
• International law • Domestic law • Common (case) law • Statute law • Administrative law • Procedural law • Substantive law • Military law • Martial law	Current examples from newspaper. Compare cases of domestic and international law Definitions researched (homework from text, in class from references). Discuss or review on overhead. Use current examples whenever possible
4. Changing Canadian Law (two classes)	
• Influences to change	Study terms/discussion
• Making laws	Video recording (How Laws are Made)
– Parliament (federal)	Mock simulation of House of Commons or Legislature
– Legislature (provincial)	Field trip to council/letter to MP or MLA
– Councils (municipal)	Speaker (MP/MLA/Reeve). Letter to government regarding individual point of view on a law
• Powers of levels of government	Worksheet
• Recent legislation	Newspaper/discussion/worksheets on Young Offender's Act or other legislation
5. Canadian Courts (two classes)	
• Federal courts • Provincial courts • Court personnel • Courtrooms	Worksheets/charts/simulations Field trip Court system kit

6. Remedies (one class)
   - Civil wrong
   - Criminal
   - Insurance

   Discussion/worksheets

7. Legal Procedure (two classes)
   - Criminal
   - Civil

   Simulation/worksheets/role play
   Card sorts (place procedures in order)

DAILY PLANNER

LAW 20 (three credits); 45 – 80 minute periods (alternate days)

MODULES		MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
NATURE OF LAW AND CIVIL LAW SYSTEM	FEBRUARY	2		3		4	CHANGING CANADIAN LAW	5		6	CHANGING CANADIAN LAW Q
		9		10	ORIGIN OF LAW	11		12		13	
		16	CANADIAN COURTS	17		18	CANADIAN COURTS	19		20	REMEDIES IN LAW Q
		23		24	LEGAL PROCEDURE	25		26	FIELD TRIP	27	
	MARCH	2	LEGAL PROCEDURE	3		4	REVIEW T	5		6	MODULE EXAM
		9		10	NATURE OF CONTRACTS	11		12	OFFER AND ACCEPTANCE Q	13	
CONTRACT LAW		16	CONSIDERATION	17		18		19		20	LEGAL CAPACITY Q
		23		24	GENUINE CONSENT	25		26	LEGAL PURPOSE	27	
		30		31							
	APRIL					1		2		3	
		6	REVIEW CONTEST Q	7		8	ASSIGN LIMITATION DISCHARGE	9		10	CONTEST Q
		13		14	REVIEW	15		16	MODULE EXAM	17	
FAMILY LAW		20		21	FAMILY UNIT	22		23	MARRIAGE ANNULMENT	24	
		27		28	MARRIAGE ANNULMENT Q	29		30	SEPARATION/ DIVORCE Q		
	MAY									1	
		4	MATRIMONIAL PROPERTY	5		6	MATRIMONIAL PROPERTY Q	7		8	CHILDREN
		11		12	CHILDREN	13		14	WILLS/ ESTATES	15	
		18		19	WILLS/ ESTATES	20		21	REVIEW Q	22	
		25		26	MODULE EXAM	27		28	MOCK TRIAL	29	
	JUNE	1	MOCK TRIAL	2		3	MOCK TRIAL	4		5	MOCK TRIAL
		8		9		10		11		12	
		15	REVIEW	16		17		18		19	FINAL
		22	**EXAM**	23	**WEEK**	24		25		26	
		29		30							

Q = Quiz T = Test = Holiday

Daily Planner

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	

LESSON PLANNING

You will have decided the specific modules for each course and the sequence in which the modules and module topics will be presented. Remember that not all modules have to be presented in the same sequence as they appear in the curriculum guide and topics within each module may be rearranged within the module or interspersed throughout the course.

Following are two sample lesson plans. Sample Lesson Plan 1 introduces the topic Classification of Law, from Module 1: Nature of Law and Civil Law System. Sample Lesson Plan 2 deals with the Canadian Charter of Rights and Freedoms, a topic included in Module 4: Basic Rights and Responsibilities.

SAMPLE LESSON PLAN 1

Module 1: Nature of Law and Civil Law System

Topic: Classification of Law

Time: 60 minutes

Objectives: The student will:

1. identify different types of law (international, domestic, substantive, procedural, common, statute, private and public)
2. classify examples into correct categories of law
3. cite examples that fall into different categories of law

Preparation: Compile examples of cases that fall into different categories of law.
Identify content that must be covered.
Decide on evaluation technique for student comprehension.
Assign students prereading of relevant material from text.

Strategies

Introduction: (5 minutes)
- review lesson objectives
- read sample cases (international and domestic); ask students to outline the differences they perceive between these cases
- expand this list of differences to include areas of law covered, courts involved, who enforces, etc.

Development: (40 minutes)
- analyze differences on board
- define various types of law
- discuss the different procedures followed to handle the categories of law (transparency)
- assign questions that require students to identify laws in specific cases
- students work in groups to suggest cases that would fall under: international, domestic, substantive, procedural, common, statute, private, and public law

Closure: (10 minutes)
- oral or written review
  - identify different categories of laws
  - differentiate between different categories (provide examples)
  - define terms

Evaluation: Student
- quality of responses and comments
- willingness to respond or volunteer questions

Teacher
- Was timing appropriate?
- Did students achieve 80% or better on assignment?
- Did lesson obtain student interest and provide a clearer presentation?

SAMPLE LESSON PLAN 2

Module 4: Basic Rights and Responsibilities

Topic: Canadian Charter of Rights and Freedoms

Time: 60 minutes each of two periods

Objective: The student will:

1. explain the significance of the Charter
2. identify the major aspects of the Charter, primarily focussing on civil rights
3. locate different rights within the Charter
4. summarize each section of the Charter

Preparation: Obtain a copy of the Charter for each student
- on transparency, outline the different aspects of the Charter
- ask students to preread the relevant material from textbook
- check what has been learned in related courses (e.g., social studies)

Strategies

Introduction: (5 minutes) Ask students to explain the Charter and its purpose, in their own words.

Development: (45 minutes) Distribute Charter to each student
- outline the sections of the Charter and discuss the different aspects of each part
- pose questions to bring out exemptions, ramifications or clarification of limits of each right
- recognize difficulties in implementing the Charter; i.e.,
  - discuss pros and cons of the provinces' right to "opt out" of certain sections of the Charter
  - discuss the use of affirmation action programs

Closure: (5 minutes)
- ask students to explain how the Charter is relevant to them

Feedback: (5 minutes)
- write a paragraph explaining two aspects of the Charter and the significance of these aspects

Supplementary:
- write up a Charter for the students in the school, which would contain all sections of the real Charter

Providing Enrichment

Enrichment, by definition, is not merely the addition of more work, but the restructuring of the workload within the confines of the curricula to provide opportunities for students to go beyond the bounds of the minimum course requirements and explore in depth some areas in which they are interested, and will challenge their abilities. Enrichment is a very motivating technique, and enables the student to experience achievement and obtain recognition for this achievement, which will stimulate growth and development not only in law but in other areas as well.

Enrichment can be achieved by allowing the student to set personal goals, in consultation with the teacher, and work toward those goals on an individual basis. The teacher would be responsible for analyzing and redesigning the tasks to be performed; the student would be responsible for selecting those tasks that are appropriate, and for determining the methods to be used in achieving them. The teacher would act as a resource person and consultant.

Sample enrichment activities:

- Review supplementary resources and become familiar with their content.
- Interview individuals in a particular field; lawyers, etc.
- Observe activities involved in a legal area.
- Survey regarding attitudes, etc.
- Research a particular area of law or topic.
- Research precedent setting cases, using computer data bases, if available.

The whole purpose of enrichment supports student involvement, giving the student the opportunity to experience a sense of achievement, and provides recognition for that achievement.

Career Opportunities

The field of law offers many career opportunities; however, it is a demanding profession. How can students decide if they are suited for a career in law? Start by asking if they are willing to work hard, and if they enjoy helping other people. There are many law-related occupations such as:

Lawyers
Patent Agents
Law Clerks
Legal Secretaries
Court Reporters
Courtroom Officers
Court Administrators
Bailiffs
Sheriffs
Paralegals (Law Clerk)
Parole Officers
Probation Officers
Guards
Police Officers
Security Guards

Some of the careers, such as a lawyer or criminologist, involve university training, while others call for a certificate requiring one to two years of study at a college or technical institute. Lawyers work in many diverse fields and may specialize in such areas as corporate law, tax law, commercial law, family law, criminal law and labour law.

MEETING THE NEEDS OF SPECIAL STUDENTS

GIFTED AND TALENTED

The law course offers many opportunities for the gifted and talented student. The gifted and talented student can take responsibility and autonomy for establishing personal goals within the framework of the course, and can take advantage of the many opportunities for more in-depth study of topics which are only introduced in the modules. The course would be changed in such a way that students would have more interesting and challenging tasks, more opportunities to experience achievement, recognition for that achievement, growth and development and, as a side benefit, be more motivated. Examples of this could be:

- learning to use a law library
- comparing legal systems in different countries
- examining of the philosophy of law.

ACADEMICALLY UNMOTIVATED

Teaching law to students with basic level skills is challenging and important. These students need the life skills and knowledge that are available in the law course. Some suggestions for teaching these students would be to:

- appeal to the concrete rather than the abstract
- build on their strengths in verbal and oral areas; they may lack reading skills but enjoy discussions or role playing
- use audio-visual materials as substitutes for books
- use the newspaper to bring everyday events into the classroom and their lives
- invite guest speakers to share their knowledge with the students
- encourage students to discuss personal experiences they may have had that can suitably be shared with the class
- use posters and bulletin board displays
- schedule field trips to various courtrooms, police stations (students can see the law in action).

STUDENT EVALUATION

GUIDELINES

a. Cognitive – students should be formally tested in each module.

b. Short assignments can be used to test comprehension skills; case studies can be utilized to evaluate analyzing and reasoning skills (tests, quizzes, analysis of case studies).

c. Combined Cognitive and Affective:

   i) Mock trials: students prepare and enact various situations.

   ii) Moot-court: students debate various issues.

   iii) Position paper on issue relevant to students.

d. Affective – the evaluation of growth in this area is difficult. However, the ability of students to see both sides of a situation and to argue effectively either side reflects their ability to be flexible. Another strategy could be to administer attitude questionnaires at the beginning and the end of a module to measure growth in this area. Students could use journals in which they could examine their attitudes toward various issues and measure their own growth in tolerance and understanding.

Evaluation of the students should be based on the objectives of the program and of the modules included in the course. Law is primarily a course, but there should be lots of practical assignments interspersed throughout. Assessments that focus on cognitive development should include both components. The marks allocated should reflect the amount of time spent on each topic.

The "Teaching Suggestions" include recommendations for evaluating the theoretical and practical components of each module.

SECTION III

RESOURCES

A number of the learning resources listed in this section have not been evaluated by Alberta Education for tolerance and understanding. Their listing is not to be construed as explicit or implicit departmental approval for use. These titles are provided only as a service to assist teachers to identify potentially useful support materials for the topics. The responsibility to evaluate these resources prior to use with students rests with the local jurisdiction.

The resources designated as BASIC and RECOMMENDED (starred) have passed Alberta Education evaluation criteria.

RESOURCES FOR TEACHING LAW

The following resources have been approved by Alberta Education as BASIC resources for the Law 20-30 courses. Teachers may wish to select one resource for Law 20 students and another for Law 30 students. Many teachers obtain a copy of both resources for their reference library.

Relevance to Alberta Law

Each resource has been reviewed by the Canadian Bar Association (Alberta branch) to help teachers recognize where the information provided in the textbooks may need to be modified, clarified or expanded to provide an Alberta perspective. It must be noted that this review was done in 1986. The following areas, in particular should be reviewed in terms of Alberta's laws:

- Family law
- Court structures and procedures
- Abortion
- Child sexual abuse
- Wills and estates
- Civil law (expand coverage)
- Contract law
- Property law

The following acts, in particular can differ from the law presented in the textbooks:

- Child Welfare Act
- Domestic Relations Act
- Divorce Act
- Insurance Act
- Highway Act
- Motor Vehicle Claims Act
- Fatal Accidents Act
- Business Corporations Act

References to Albertan cases is recommended. Teachers may wish to contact the Legal Resource Centre for assistance.

Approved Resources

ALL ABOUT LAW: EXPLORING THE CANADIAN LEGAL SYSTEM. 2nd Edition. D.L. Gibson and Terry G. Murphy. Toronto: Wiley, 1984. (BASIC)

This textbook covers all areas of law including the Charter of Rights and Freedoms. It is well arranged and makes full use of pictures, newspaper clippings, photographs and case studies. There is good use of legal terms and a legal review at the end of each chapter. The accompanying teacher resource manual contains teaching methods, textbook solutions, sample tests and student projects.

- Student Workbook (RECOMMENDED)
- Teacher Resource Manual (RECOMMENDED) . A special insert has been added to expand the information on Indian law and the related issues.

APPLYING THE LAW. 2nd Edition. Michael Liepner. Toronto: McGraw-Hill Ryerson, 1985. (BASIC)

This book is very thorough and covers all the areas of law in a simple straightforward manner. It is a good text for a beginning course in law, with end of chapter review, questions for review, and applying the law, at the end of each chapter. A student casebook and teacher's manual give many suggestions on teaching, and various sample tests and projects are outlined.

- Casebook (RECOMMENDED)
- Teacher's Manual and Key (RECOMMENDED)

CANADIAN LAW. 4th Edition. J.H. Jennings and T.G. Zuber. Toronto: McGraw-Hill Ryerson, 1986. (BASIC)

This textbook provides a detailed look at some areas of law and is very brief in its coverage of other areas. Some of the material is out of date and other material is oriented toward Ontario law.

- Student Workbook (RECOMMENDED)
- Teacher's Manual (RECOMMENDED)

TAKE NOTICE. 2nd Edition. Steven N. Spetz and Glenda S. Spetz. Toronto: Copp Clark Pitman, 1984. (BASIC)

A new book rather than an updated version, the content has been expanded to include new areas of the law such as the Constitution and one chapter of The Charter of Rights and Freedoms. The end-of-chapter materials have been increased with reviews, questions and legal briefs. The accompanying teacher's manual and student activity book include materials to assist the teacher in presenting and evaluating students, along with answers to textbook and workbook questions.

- Student Activity Book (RECOMMENDED)
- Teacher's Manual (RECOMMENDED)

IN PURSUIT OF JUSTICE: ISSUES IN CANADIAN LAW. J.H. Pratt. Toronto: Wiley Publishers of Canada, 1976.

This text deals with topics that fall under Module 10. It serves as a good basis for discussion topics or research on select topics.

CORRELATION OF COURSE CONTENT WITH LEARNING RESOURCES

LAW SUBJECT STRAND

Course Content	Applying the Law (Liepner)	Canadian Law (Jennings/Zuber)	Take Notice (Spetz)	All About Law (Gibson/ Murphy)
Module 1: Nature of Law and Civil Law System				
a) Origin of Law	Chapters 1, 2, 3	Chapter 1	Chapter 1	Chapter 1
b) Rule of Law	Chapters 1, 2, 3	Chapter 1	Chapter 1	Chapter 1
c) Classification of Law	Chapter 3	–	Chapter 1	Chapter 1
d) Changing Canadian Law	Chapter 3	Chapter 1	Chapters 2, 8	Chapters 2, 3
e) Canadian Courts	Chapter 3	Chapter 2	Chapter 2	Chapters 4, 10
f) Remedies	Chapters 11, 19	Chapter 7	–	Chapters 7, 10
g) Legal Procedure	Chapters 5, 6, 7, 8, 11, 13, 19	Chapters 4, 6	Chapters 13, 16	Chapters 5, 6, 7, 10
Module 2: Contract Law				Chapter 13
a) Nature of Contracts	Chapter 15	Chapter 9	Chapter 14	Chapter 13
b) Offer and Acceptance	Chapter 15	Chapter 10	Chapter 14	Chapter 13
c) Consideration	Chapter 15	Chapter 11	Chapter 15	Chapter 14
d) Legal Capacity	Chapter 16	Chapter 12	Chapter 15	Chapter 14
e) Genuineness of Consent	Chapter 16	Chapter 13	Chapter 15	Chapter 14
f) Legal Purpose	Chapter 16	Chapter 14	Chapter 15	Chapter 15
g) Assignment of Rights and Obligations	–	Chapter 15	–	Chapter 15
h) Limitation of Actions	–	Chapter 16	–	Chapter 15
i) Discharge of Contract	Chapter 17	Chapters 17, 18	Chapter 15	
Module 3: Family Law				Chapter 25
a) The Family Unit in Law	Chapter 28	Chapter 8	Chapter 24	Chapters 23, 24
b) Marriage	Chapter 28	Chapter 8	Chapter 24	Chapter 24
c) Separation/Divorce	Chapter 29	Chapter 8	Chapter 24	Chapters 26, 27
d) Legal Rights of Children	Chapter 30	Chapter 8	Chapter 25	Chapter 28
e) Wills and Estates	Chapter 31	Chapter 30	Chapter 25	
Module 4: Basic Rights and Responsibilities				Chapter 3
a) Rights and Responsibilities	Chapter 4	Chapter 3	Chapters 8, 9	Chapter 3
b) Canadian Charter of Rights and Freedoms	Chapter 4	Chapter 3	Chapter 8	Chapter 3
c) Provincial Human Rights Legislation	Chapter 4	–	Chapter 9	–
d) Student Rights	–	–	–	Chapter 3
e) Remedies	Chapter 4	Chapter 3	Chapters 8, 9	Chapter 5
f) Law Enforcement	Chapter 8	Chapter 4	Chapter 8	
Module 5: Labour Law				Chapters 21, 22
a) Rights and Responsibilities	Chapter 22	Chapters 19, 20	Chapter 26	Chapter 21
b) Labour Legislation	Chapters 22, 24, 26	Chapter 20	Chapter 26	Chapters 21, 22
c) Employment Contracts	Chapter 23	Chapters 19, 20	Chapter 26	Chapter 21
d) Unions	Chapter 25	Chapter 20	–	

Course Content	Applying the Law (Liepner)	Canadian Law (Jennings/Zuber)	Take Notice (Spitz)	All About Law (Gibson/Murphy)
Module 6: Property Law				
a) Ownership	Chapter 27	Chapter 27	Chapter 22	Chapter 19
b) Rental Agreements	Chapter 27	Chapter 29	Chapter 23	Chapter 20
c) Buying, Building and Selling Real Property	Chapter 27	Chapters 27, 28	Chapters 22, 23	Chapter 19
d) Issues Concerning Real Property	–	–	–	Chapter 19
Module 7: Criminal Justice System			–	
a) Criminal Justice System	Chapter 5	–	Chapters 6, 7	Chapter 4
b) The Nature of a Crime	Chapter 5	Chapter 4	Chapter 3	Chapter 4
c) Police	Chapter 9	Chapter 4	Chapter 8	Chapter 5
d) Specific Offences	Chapter 12	Chapter 5	Chapter 4	Chapters 8, 9
e) Criminal Trials	Chapter 6	Chapter 4	Chapter 6	Chapter 6
f) Defences	Chapter 7	Chapter 4	Chapter 5	Chapter 6
g) Punishment	Chapter 8	Chapter 4	Chapter 7	Chapter 7
h) Appeals	Chapter 8	Chapter 2	Chapter 7	Chapter 7
i) Correctional Institutions	Chapter 8	–	Chapter 7	Chapter 7
j) Parole	Chapter 8	Chapter 4	Chapter 7	Chapter 7
k) After Care Agencies	–	–	–	–
l) Youth and Crime	Chapter 10	–	Chapter 7	Chapter 27
Module 8: Consumer Law				
a) Protection of Consumers	Chapter 19	Chapter 23	Chapters 20, 21	Chapter 17
b) Bailments	Chapter 20	Chapter 24	Chapter 16	Chapter 18
c) Buying and Selling	Chapter 18	Chapter 22	Chapter 17	Chapter 16
d) Forms of Security	Chapter 18	Chapter 22	Chapter 18	Chapter 16
e) Regulatory Laws	Chapter 19	Chapter 23	Chapters 20, 21	Chapters 16, 17
f) Helping Agencies	Chapter 19	–	–	Chapter 17
Module 9: Tort Law				
a) Concept of Tort	Chapters 13, 14	Chapter 7	Chapter 10	Chapter 10
b) Intentional Torts				
i) Person	Chapter 14	Chapter 7	Chapter 10	Chapter 11
ii) Goods	Chapter 14	Chapter 7	Chapter 10	Chapter 11
iii) Land	Chapter 14	Chapter 7	Chapters 10, 12	Chapter 11
c) Unintentional Torts	Chapter 14	Chapter 7	Chapter 11	Chapter 12
d) Remedies	Chapter 13	Chapter 7	Chapters 10, 11, 13	Chapter 10
Module 10: Controversial Issues	Learning resources to be identified by instructor			

Notes: 1. **The basic resources cover the majority of the topics.**
2. **The above correlations are suggested as guidelines to assist in teacher planning.**

JUVENILES AND THE LAW, Print component to accompany audiotapes produced by ACCESS (a teacher's guide and student guide) Calgary, Alberta: The Alberta Educational Communications Corporation, 1985.

This student guide is designed to supplement the 20 audiotapes produced by ACCESS specifically to cover the modules of the Alberta law curriculum. The student guide gives the background information which will enable the teacher and student to have a clearer understanding of the audio program. In addition, the student guide provides a glossary of terms, key vocabulary and follow-up activities, along with many charts. The teacher's guide gives a synopsis of the tape program, and answers to activity No. 1.

LAYMAN'S LAW BOOK. 2nd Edition. Student Legal Services of Edmonton. Edmonton: Student Legal Services, 1982.

This is an excellent supplementary resource. It uses everyday language and as it contains Alberta law is a valuable resource for teachers. Topics covered include criminal law, family law, labour law, etc.

Additional Resources

Most of these materials are available on loan from the Legal Resource Centre, Faculty of Extension, University of Alberta in Edmonton.

GENERAL REFERENCES

Dictionaries

BLACK'S LAW DICTIONARY. 5th Edition. Henry Campbell Black. St. Paul: West Publishing Co., 1979.

This is the most comprehensive dictionary available. It is American and expensive but no school library should be without it.

BASIC CANADIAN LEGAL TERMINOLOGY. J. Steven Williams. Sudbury: McGraw-Hill Ryerson, 1983.

Written for students of law, to assist in their understanding of legal actions and relationships. It is divided into various sections to make the finding of various terms easier.

CANADIAN LAW DICTIONARY. John A. Yogis, Q.C. Toronto: Barrons Educational Series, 1983.

An excellent resource for students of law. The documentation is complete and up-to-date, including changes resulting from the new Canadian Charter of Rights and Freedoms.

A HANDBOOK OF CANADIAN LEGAL TERMINOLOGY. William J. Flynn. 2nd Edition. Don Mills: General Publishing Co., 1981.

A book containing simplified interpretations of common legal terms. It is small and inexpensive but comprehensive enough to meet the needs of high school students.

Periodicals

CASE OF THE MONTH. Toronto: Community Legal Education Ontario. (Ceased publication in 1984.)

Each month, a case is studied, setting out the important facts, issues and the court decision. Very useful for teachers discussing cases in the classroom or using the case study approach.

CLIC'S LEGAL MATERIALS LETTER. Ottawa: Canadian Law Information Council.

A very useful guide to law related books and curriculum materials. Gives reviews and articles of relevant information.

DECISIS. Spetz. Kingston: Steven Spetz Publishing.

A monthly law journal containing articles, case comments, sample questions, etc. It is useful in keeping up with the changes in the law.

JUST IN TIME. Toronto: IPI Publishing.

A periodical directed to students, it gives a different topical theme for each issue, containing current law, cases and discussion points. Also includes a useful teacher's guide.

LEGAL REVIEW. Calgary: Calgary Legal Guidance. (Ceased publication in 1987.)

A useful source of information for Alberta teachers. Each issue covers a different legal topic written by Calgary lawyers.

RESOURCE NEWS. Edmonton: Legal Resource Centre, Faculty of Extension, University of Alberta.

An excellent source of information for teachers of law in Alberta. Each issue covers a specific topic, including legislation, law in action, law in the schools, and children and the law. It also lists recent acquisitions by the centre, which are available for teachers. A must for teachers in Alberta.

LEGAL PERSPECTIVES. Vancouver: Legal Services Society Schools Program.

This newsletter takes the subject approach, each issue dealing with a specific topic. A resource list outlines the resources available to B.C. teachers, but some topics are relevant to teachers across Canada.

Teacher Resources

BEFORE THE FIRST DAY, TEACHING TIPS. Teaching Law for the First Time. D.P. Wilkins. Toronto: Canadian Law Information Council, 1982.

An invaluable booklet for first time law teachers. This booklet gives many different teaching strategies, the use of community resources, and a sampling of books and resources available.

BIBLIOGRAPHY OF LAW-RELATED A.V. MATERIALS. 2nd ed. Doreen Wyman. Edmonton: Legal Resource Centre, 1986.

Arranged under subject headings, this bibliography lists and annotates all audio-visual materials available from the Legal Resource Centre.

MOCK TRIAL KIT. Cheryl Matheson. Edmonton: Legal Resource Centre, 1981.

Kit includes a resource book, student criminal trial books and a set of case notes. This kit is invaluable in setting up a mock trial in the classroom. It contains everything a teacher would need to know about putting on a mock trial. There are three sets of case notes presently available: a) Regina v. Fair (shoplifting); b) Regina v. Lansen: The Co-Ed Hockey Game; c) Regina v. Parker: The Case of the Killer Dog.

LEGAL MATERIALS FOR HIGH SCHOOL LIBRARIES IN ALBERTA. Margaret Ferguson and San San Sy. Edmonton: Legal Resource Centre, 1982.

An excellent resource designed specifically with teachers in mind. It not only matches the subject headings with the new curriculum law modules but also provides general resource information. A must for Alberta law teachers.

PAMPHLET LIST, 1987. Edmonton: Legal Resource Centre, 1987.

An excellent catalogue listing pamphlets available to law teachers. It is separated into various subject areas to facilitate identification of resources, and gives addresses where these may be obtained.

Specific Areas of Law

Audio-Visual Materials

<u>Audio</u>

DIAL-A-LAW. Calgary: Calgary Legal Guidance

A phone-in service consisting of recorded tapes on legal information. The toll-free number is 1-800-332-1091 within Alberta. Local number in Calgary is 234-9022.

JUVENILES AND THE LAW. Edmonton: ACCESS Alberta, 1979.

A series of 20 half-hour programs produced specifically to cover the subject areas in the new modular curriculum. These are in dramatic settings to enhance student interest. Topics include: Civil Law, Consumer Law, Contract Law, Criminal Justice System, Family Law, History and Traditions, History of Law, Labour Law, Landlord and Tenant Law, Rights and Responsibilities, Small Claims Court, Tort Law.

<u>Video Recordings</u>

THE CRIMINAL JUSTICE SYSTEM. Edmonton: ACCESS Alberta, 1982.

A series of four 30-minute videotapes covering the criminal justice system, including an Introduction, Role of the Police, Role of the Crown Prosecutor and the Role of the Judge. A good series not only for introducing our criminal justice system, but it also gives a good introduction to law and the history of law. Support material is available for each program.

THE FAMILY AND THE LAW. Edmonton: ACCESS Alberta, 1979

A series of ten half-hour videotapes covering consumer law, domestic relations, wills and estates, and juveniles. A good series for specific modules. It comes with support material, including a synopsis of each program and glossary of legal terms. Titles in the series are: Better Late Than Never; Custody; If Wishes Were Horses; Leaving; Maintenance and Property; Now I've Said My ABC's; Picking Up the Pieces; You Never Hear Me – Parts I and II. Note that the procedures on juvenile court hearings in You Never Hear Me - Parts I and II is no longer accurate since the proclamation of the Young Offenders Act.

HOW THE LAWS ARE MADE. (Video recording, 30 minutes) Vancouver: Public Legal Education Society, 1984.

Using the passage of the Young Offenders Act as an example, this program discusses how a federal law is passed. It shows how there must be need for a new law. This need develops into a pressure for change and, finally, the introduction of a bill into parliament. The process of passing new laws and changing old laws is discussed.

KING SOLOMON'S HEIRS. (Video recording, 20 minutes) Vancouver: Public Legal Education Society, 1985.

This video follows the case of a young boy who falls and breaks his neck during a gym class. His parents sue the teacher and the school district for negligence. The case is followed from its beginning to its conclusion in the Supreme Court of Canada. The audience learns about the different kinds of torts and about Canada's system of dispute resolution.

LAWYERS. Ottawa: CBC Enterprises, 1985.

This series of eight one-hour programs covering the legal profession is an excellent illustration of various types of law and legal process. Titles in the series are: Call to the Bar; . . . And You Shall be Heard, Part 1; . . . And You Shall be Heard, Part 2; Different Practices; The Invisible Law; 'Til Death Do Us Part; Three-Piece Suits; Stewards of Justice.

MANY FACES. (Video recording, 8 minutes) Edmonton: Native Counselling Services of Alberta, 1986.

This program explains the government's classifications of Native people into non-status, status, Metis and Inuit.

METIS AND NATIVE UPRISINGS AND THE LAND QUESTION. First Metis Uprising, 1969-70. Second Metis Uprising, 1985. Mackenzie Valley. Big Bear, Poundmaker and Crowfoot. (Kit) Toronto: CBC Productions, 4 audiocassettes, 4 filmstrips, 9 pamphlets, 1977.

This comprehensive kit describes the issue of aboriginal land titles in depth. It outlines both the historical background to aboriginal title as well as the way in which the Canadian courts have handled the question.

PLAYING FOR KEEPS. (Video recording, 23 minutes) Edmonton: Edmonton John Howard Society, 1987.

A fifteen-year-old is involved in a break-and-enter where an old man is injured and his property stolen. The booking process, including fingerprinting, is shown, as is the Youth Court hearing. After a predisposition report is filed and the youth returns the stolen property, he is placed on probation and has to participate in community service.

TRAPPER'S RIGHTS. (Kit) Edmonton: Native Counselling Services of Alberta (1 audiocassette, 80 slides, 20 minutes).

This kit looks at the rights of treaty Indians and Metis colonies to trap wildlife; government jurisdiction over trapping; and safety measures to be taken when trapping.

WIDE WORLD OF TORTS. (Video recording, 39 minutes) Windsor: University of Windsor, Faculty of Law, Community Law Program, 1979.

In a format similar to that of a television program, the interactions of players in a baseball game illustrate the basic elements of tort law. The "civil wrongs" that occur in the game are defined and the possible defenses are given.

WILFUL BLINDNESS: THE TRIAL OF CHRIS JONES. Calgary: Rogers Cable, 1986.

Chris Jones is charged with possession of stolen property under the Young Offenders Act. This video recording follows Chris through the different stages in the court procedure. Each stage is presented in a 15-minute segment. Segments may be viewed separately to allow for discussion.

YOU AND THE LAW. Edmonton: ACCESS Alberta, 1987.

A series of ten 15-minute videotapes on legal issues relating to everyday life. The series combines commentary with dramatized vignettes to give a brief introduction to the topic. The titles are: Contract and Consumer Law; Divorce; Domestic Violence; Insurance; Labour Law; Landlord and Tenant Law; Marriage and Common-Law; Small Claims Court; Wills; Wrongful Dismissal.

Print Materials/Pamphlets

A GUIDE TO THE LAW REGARDING GETTING MARRIED IN ALBERTA. Edmonton: Student Legal Services.

A SERVICES GUIDE TO THE LAW REGARDING COMMON-LAW RELATIONSHIPS IN ALBERTA. Edmonton: Student Legal Services.

ALBERTA COURT SYSTEM. (Kit) Edmonton: Student Legal Services.

This kit consists of a booklet, a guide to criminal court procedure, a guide to civil court procedure, a magazine on civil court procedure, a poster on Alberta court system structure, and three transparency masters.

ALBERTA HUMAN RIGHTS COMMISSION. (Kit) Edmonton: Human Rights Commission.

ALBERTA YOUNG OFFENDERS PROGRAM PAMPHLET SERIES. Edmonton: Alberta Department of the Solicitor General.

BEYOND THE WALLS. Ottawa: Canada Correctional Services.

CANADA'S SYSTEM OF JUSTICE. Ottawa: Canada Department of Justice.

THE CANADIAN CHARTER OF RIGHTS AND FREEDOMS; A GUIDE FOR STUDENTS. 2nd ed. Vancouver: Public Legal Education Society, 1985.

THE CANADIAN CHARTER OF RIGHTS AND FREEDOMS; TEACHER MANUAL. 2nd ed. Vancouver: Legal Services Society of British Columbia, 1985.

CASEBOOK: SAMPLE CASES IN CRIMINAL LAW FOR TEACHERS AND STUDENTS OF LAW. Vancouver: Legal Services Society of British Columbia, 1985.

CONSUMER COMPLAINTS: A SELF-HELP HANDBOOK. Edmonton: Alberta Department of Consumer and Corporate Affairs.

DIVORCE LAW FOR COUNSELLORS. Ottawa: Canada Department of Justice.

DIVORCE LAW QUESTIONS AND ANSWERS. Ottawa: Canada Department of Justice.

EMPLOYMENT: YOU AND THE LAW. Edmonton: Student Legal Services.

FATHERS AND FAMILY LAW. Edmonton: Student Legal Services.

GUARANTEES AND WARRANTIES (Kit) Edmonton: Alberta Department of Consumer and Corporate Affairs.

GUIDE TO CONSUMER LAW IN ALBERTA. Edmonton: Student Legal Services.

GUIDE TO USING THE CRIMINAL CODE OF CANADA. Edmonton: Legal Resource Centre, 1984.

JOB SEEKER'S HANDBOOK. Edmonton: Alberta Department of Career Development and Employment.

LANDLORD AND TENANT HANDBOOK. Edmonton: Student Legal Services.

MOTHERS AND FAMILY LAW. Edmonton: Student Legal Services.

SMALL CLAIMS COURT IN ALBERTA. Edmonton: Student Legal Services.

SMALL CLAIMS IN PROVINCIAL COURT. Edmonton: Department of the Attorney General.

UNDER 18. YOU AND THE LAW. Edmonton: Student Legal Services.

WILLS AND ESTATES FOR ALBERTANS. Edmonton: Alberta Women Secretariat.

WOMEN AND THE LAW IN ALBERTA. Calgary: Calgary Association of Women and the Law, 1985.

THE YOUNG OFFENDERS ACT HIGHLIGHTS. Ottawa: Canada Department of Solicitor General.

YOUTH AND THE CHARTER in Just In Time (September 1986).

TRAPPER'S RIGHTS. (Kit) Edmonton: Native Counselling Services of Alberta (1 audiocassette, 80 slides, 20 minutes).

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Print Materials/Pamphlets

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A SERVICES GUIDE TO THE LAW REGARDING COMMON-LAW RELATIONSHIPS IN ALBERTA. Edmonton: Student Legal Services.

ALBERTA COURT SYSTEM. (Kit) Edmonton: Student Legal Services.

This kit consists of a booklet, a guide to criminal court procedure, a guide to civil court procedure, a magazine on civil court procedure, a poster on Alberta court system structure, and three transparency masters.

ALBERTA HUMAN RIGHTS COMMISSION. (Kit) Edmonton: Human Rights Commission.

ALBERTA YOUNG OFFENDERS PROGRAM PAMPHLET SERIES. Edmonton: Alberta Department of the Solicitor General.

BEYOND THE WALLS. Ottawa: Canada Correctional Services.

CANADA'S SYSTEM OF JUSTICE. Ottawa: Canada Department of Justice.

THE CANADIAN CHARTER OF RIGHTS AND FREEDOMS; A GUIDE FOR STUDENTS. 2nd ed. Vancouver: Public Legal Education Society, 1985.

THE CANADIAN CHARTER OF RIGHTS AND FREEDOMS; TEACHER MANUAL. 2nd ed. Vancouver: Legal Services Society of British Columbia, 1985.

CASEBOOK: SAMPLE CASES IN CRIMINAL LAW FOR TEACHERS AND STUDENTS OF LAW. Vancouver: Legal Services Society of British Columbia, 1985.

CONSUMER COMPLAINTS: A SELF-HELP HANDBOOK. Edmonton: Alberta Department of Consumer and Corporate Affairs.

DIVORCE LAW FOR COUNSELLORS. Ottawa: Canada Department of Justice.

DIVORCE LAW QUESTIONS AND ANSWERS. Ottawa: Canada Department of Justice.

EMPLOYMENT: YOU AND THE LAW. Edmonton: Student Legal Services.

FATHERS AND FAMILY LAW. Edmonton: Student Legal Services.

GUARANTEES AND WARRANTIES (Kit) Edmonton: Alberta Department of Consumer and Corporate Affairs.

GUIDE TO CONSUMER LAW IN ALBERTA. Edmonton: Student Legal Services.

GUIDE TO USING THE CRIMINAL CODE OF CANADA. Edmonton: Legal Resource Centre, 1984.

JOB SEEKER'S HANDBOOK. Edmonton: Alberta Department of Career Development and Employment.

LANDLORD AND TENANT HANDBOOK. Edmonton: Student Legal Services.

MOTHERS AND FAMILY LAW. Edmonton: Student Legal Services.

SMALL CLAIMS COURT IN ALBERTA. Edmonton: Student Legal Services.

SMALL CLAIMS IN PROVINCIAL COURT. Edmonton: Department of the Attorney General.

UNDER 18. YOU AND THE LAW. Edmonton: Student Legal Services.

WILLS AND ESTATES FOR ALBERTANS. Edmonton: Alberta Women Secretariat.

WOMEN AND THE LAW IN ALBERTA. Calgary: Calgary Association of Women and the Law, 1985.

THE YOUNG OFFENDERS ACT HIGHLIGHTS. Ottawa: Canada Department of Solicitor General.

YOUTH AND THE CHARTER in Just In Time (September 1986).

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SECTION IV

TEACHING SUGGESTIONS

A number of the learning resources listed in this section have not been evaluated by Alberta Education for tolerance and understanding. Their listing is not to be construed as explicit or implicit departmental approval for use. These titles are provided as a service only, to assist teachers to identify potentially useful support materials for the topics. The responsibility to evaluate these resources prior to use with students rests with the local jurisdiction. The resources designated as BASIC and RECOMMENDED (starred) have Alberta Education evaluation criteria.

Module 1: Nature of Law and Civil Law System

Status: Core for Law 20

Purpose

The purpose of this module is to introduce students to the legal system. Throughout this module, the Canadian legal system is explained in chronological order. This module will cover the foundation of law in Canada and include laws that apply specifically to Alberta.

This introductory module will also include a brief summary of the origin of law. Students will appreciate the historical influences on Canadian law and the impact of common-law and law of equity. Topics included are: rule of law (which explains precedent, need for laws and the social values attached to laws; applications of law to business, government and individuals; and discusses the rights of citizens), classification of law (international, domestic, substantive, procedural, common and statute), changing Canadian law (bills become laws; powers of federal and provincial governments), Canadian courts (identify different courts at federal level and Alberta level; courtroom layout and personnel involved) and remedies (types of remedies available) and the legal procedures (at the civil and criminal levels).

Planning

Because the understanding of this module is essential, most lessons will be taught by lecture. There are films available to supplement the historical progression of laws. A field trip to the nearest court, at either the provincial or Court of Queen's Bench level.

Following the visit to court, students should be encouraged to participate in a mock trial. This experience will provide an opportunity to teach courtroom procedures, illustrate functions of various courtroom personnel, and show the adversarial nature of the judicial system. Students can prepare their own mock trial, or use prepared kits. Resource people can assist the teacher in this procedure.

The challenge is to develop a learning environment that will encourage meaningful student involvement and participation in the exploratory stages of this law course.

Resources

Some overlap of topic content and page references may occur. Content may also be found in resources other than those identified.

Each chapter of approved textbooks include questions, terms and legal cases. In addition, the publishers provide the following support material:

a. Instructor's Manual – contains numerous suggestions regarding the presentation of content and follow-up activities.

b. Student Workbook – correlated with text, provides several project suggestions for each chapter – application problems as well as debate suggestions.

Complete bibliographic citation for resources listed in each module can be found in alphabetical order under Additional Resources in SECTION III – RESOURCES of this manual.

Evaluation

This module basically comprises a conceptual approach to the study of law. As a result, evaluation will essentially be composed of theory questions. There should be a reasonable balance between the lower end of the evaluative continuum (involving questions of recall of information only), and the higher level evaluative continuum (involving questions designed to require analysis, synthesis and application). Suggestions as to time allocation, amount of detail, and evaluation emphasis are included in the topic summary pages. Evaluation methods should directly reflect the objectives and the degree of emphasis placed on the topic.

For more specific details about evaluation, refer to Part IV: "Student Evaluation" of the *Business Education Manual for Administrators, Counsellors, and Teachers*.

Module 1: Nature of Law and Civil Law System

TOPIC/RESOURCE CORRELATION	TIME	TEACHING SUGGESTIONS	EVALUATION APPROACHES
ORIGIN OF LAW L – Chapters 1, 2, 3 J – Chapter 1 S – Chapter 1 G – Chapter 1	5 %	Have students work in groups to develop time lines and characteristics of each historical influence on Canadian law. Assign report about influence of common law and law of equity on Canadian law.	THEORY – oral – written Quiz – objective multiple choice fill in the blanks label diagram matching – subjective definitions short answer paragraph
RULE OF LAW L – Chapters 1, 2, 3 J – Chapter 1 S – Chapter 1 G – Chapter 1	10%	Survey students about the need for laws. Ask students to prepare oral presentations comparing justice in past and present societies. Role play situation of being on deserted island with three other people and no laws in existence. Discuss social implications of the controlled situation. Cite examples of citizens rights: right to trial, right to appeal.	Assignments – written Presentation of mock trial – participation – organization – how well prepared student was
CLASSIFICATION OF LAW L – Chapter 3 J – Chapter 2 S – Chapter 1 G – Chapter 1	15%	Present different cases that apply to each category of law. Assign students a project to enhance ability to identify law that each case falls under.	
CHANGING CANADIAN LAW L – Chapter 3 J – Chapter 1 S – Chapters 2–8 G – Chapters 2, 3	15%	Students prepare bill about rules of classroom; enact bill to become law. Invite guest speaker to discuss YOA or changes to divorce laws. Teacher directed activities to identify powers of federal and provincial governments.	

Module 1: Nature Of Law and Civil Law System

TOPIC/RESOURCE CORRELATION	TIME	TEACHING SUGGESTIONS	EVALUATION APPROACHES
CANADIAN COURTS L – Chapter 3 J – Chapter 1 S – Chapter 2 G – Chapter 4	25%	Arrange field trip to a courtroom to observe proceedings. Invite guest speaker to discuss career opportunities. Assign worksheets to help students determine at which court particular cases would be conducted. Prepare bulletin board display to illustrate the different levels of courts.	
REMEDIES L – Chapter 11 J – Chapter 4 G – Chapters 7, 10	10%	Have students work in groups to research remedies that are handed down from the courts to aid the victim.	
LEGAL PROCEDURE L – Chapters 5, 7, 11 J – Chapters 2, 4 S – Chapter 13 G – Chapters 5, 6, 7, 10	20%	Students conduct mock trials to simulate proceedings in a civil court case. Invite guest speaker (police officer) to discuss civil and criminal procedures that are followed.	

Module 1: Nature of Law and Civil Law System

PRINT MATERIALS/PAMPHLETS

Canada's System of Justice. Canada Department of Justice.
Small Claims Court in Alberta. Student Legal Services.
Small Claims in Provincial Court. Alberta Department of Attorney General.
See also Pamphlet List, 1987, "Legal Process".

AUDIO-VISUAL MATERIALS

Dial-a-Law: Courts (audiotapes 70-73). Calgary Legal Guidance.
How Laws Are Made (video recording). Public Legal Education Society.
Juveniles and the Law: Programs 1, 2, 3 (audiotapes). ACCESS.
You and the Law: Small Claims Court (video recording). ACCESS, 1987.
See also Bibliography of Law-Related A.V. Materials, "Legal Process".

SPEAKERS

Local M.P. or M.L.A., Alderman, Mayor
Legal Resource Centre Speakers Bureau

CLASSROOM ACTIVITIES – PROJECTS

Posters
Bulletin Board Displays
Wall Charts

MISCELLANEOUS

Posters – The Legal Scene
Criminal Justice System – Legal Services Society, B.C.

Module 1: Nature of Law and Civil Law System

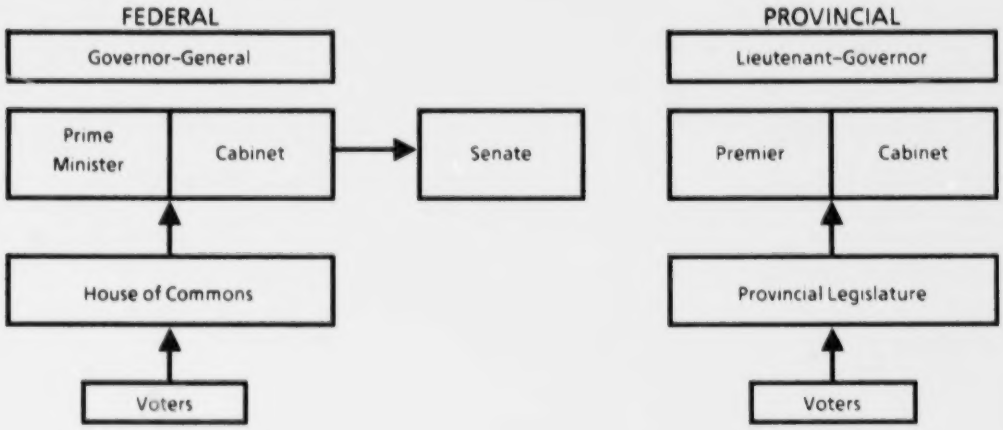
GLOSSARY

Administrative Law	The law relating to the organization, duties and powers of government officials and agencies.
By-Law	A law passed by a municipality.
Canon Law	Rules developed by the church in early times.
Case Law	Law made by judges and recorded in law reports.
Civil Law	Law regarding relationships between individuals.
Code of Hammurabi	Laws codified by Hammurabi, King of Babylon around 1700 B.C.
Code Napoleon	A Code of Civil Law drawn up by Napoleon, based on Roman civil law.
Common Law	Basis of Canadian law, developed in the courts of England, common to all members of a society.
Compensation	Something given to make amends for a loss.
Constitutional Law	Public law that deals with the public affairs of a nation.
Criminal Law	Public law that deals with offences against society.
Damages	Compensation given to a plaintiff in a civil action.
Defendant	The party being sued in a civil action.
Due Process	The right to be heard in a competent court.
Equity	Law administered by the principles of fairness.
Examination for Discovery	A hearing before a trial in a civil case to clarify the facts.
General Damages	Money paid to a plaintiff for loss due to pain, suffering and future monetary loss.
Magna Carta	Document signed by King John in 1215 that guaranteed the rule of law – foundation of constitutional liberty.

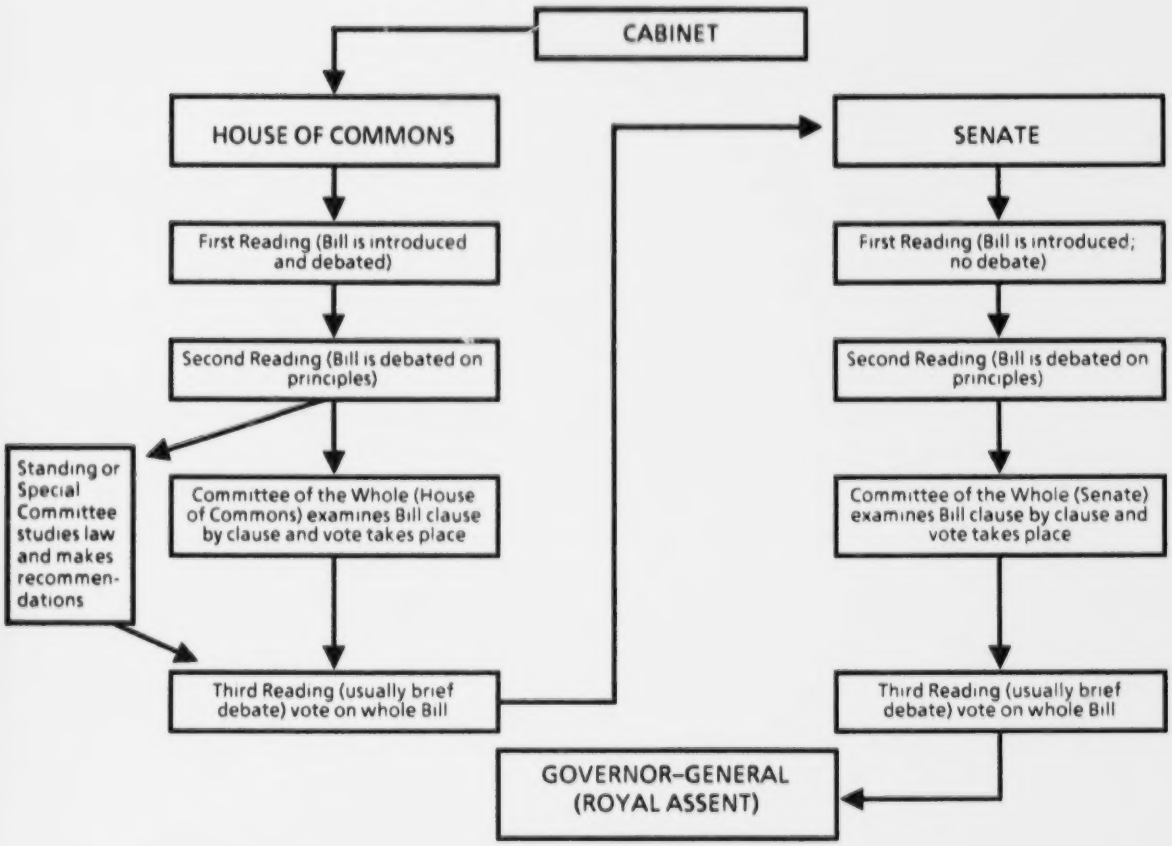
GLOSSARY (cont'd)

Plaintiff	A person who sues another in a civil action claiming loss.
Private Law	All law concerning interactions between private individuals.
Procedural Law	The body of law that prescribes the method of enforcing rights.
Public Law	The body of law that deals with the relationships between the individual and society.
Rule of Law	The principle that decisions are based on established law, and no person is above the law.
Rule of Precedent (stare decisis)	The legal principle whereby court cases with similar facts are decided in a similar manner.
Special Damages	Actual out-of-pocket expenses awarded to a plaintiff in a civil case.
Statement of Claim	A statement by a plaintiff setting out the purpose and amount of his claim in a civil case.
Statement of Defence	A statement by a defendant in a civil case refuting a claim.
Statute	A law passed by a government body.
Substantive Law	That part of law that creates and defines rights.
Tort Law	Law that applies to wrongs committed by one person against another.

COMPARISON OF FEDERAL AND PROVINCAL GOVERNMENTS



Stages in Passing a Bill


CABINET
HOUSE OF COMMONS
First Reading (Bill is introduced and debated)
Second Reading (Bill is debated on principles)
Standing or Special Committee studies law and makes recommen-dations
Committee of the Whole (House of Commons) examines Bill clause by clause and vote takes place
Third Reading (usually brief debate) vote on whole Bill
SENATE
First Reading (Bill is introduced; no debate)
Second Reading (Bill is debated on principles)
Committee of the Whole (Senate) examines Bill clause by clause and vote takes place
Third Reading (usually brief debate) vote on whole Bill
GOVERNOR-GENERAL (ROYAL ASSENT)

Standing or special committees have representatives from all parties in parliament.

HOW A FEDERAL BILL BECOMES LAW

A GOVERNMENT BILL — What is a bill?

FIRST READING — Who presents a bill? (Give the title of the bill in each case)

1.
2.
3.

SECOND READING — What is the purpose of the second reading?

WHO SITS ON:

Committee of the Whole	Standing Committee	Special Committee

THIRD READING — How can a bill be "killed"?

1.
2.

SENATE

First Reading — What is the purpose of the Senate?

Second Reading

Third Reading — The Senate cannot prevent a bill from becoming law. Explain.

ROYAL ASSENT

How is assent given?

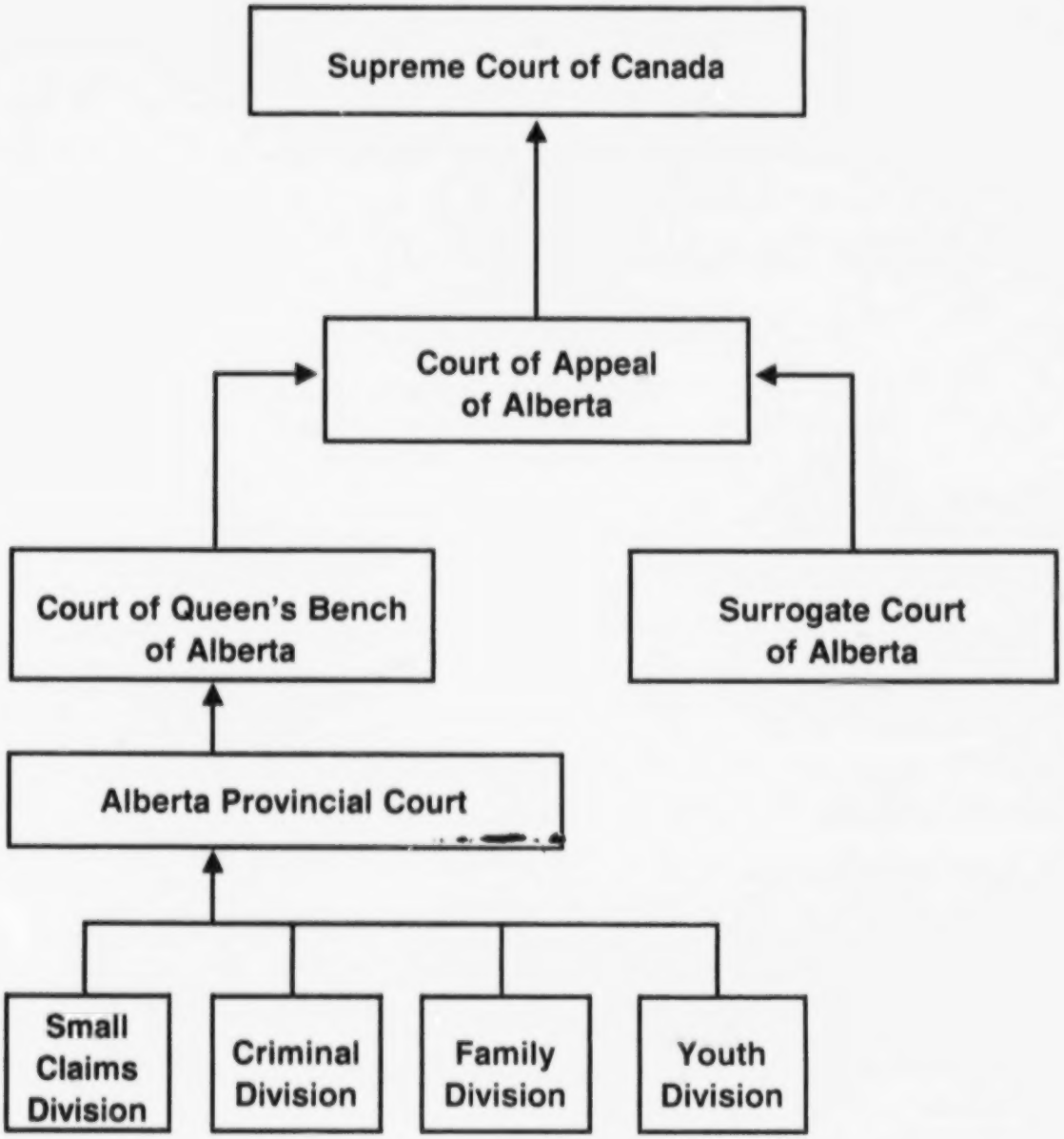
Who gives assent?

PROCLAMATION

When does the bill come into effect?

THE PROVINCIAL LEGISLATURE DIFFERS IN THAT _____ and _____

PROVINCIAL COURTS



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CIVIL COURT SYSTEM

Court of Appeal of Alberta
Court of Queen's Bench of Alberta
1. All Civil Matters
2. Special Statutes
3. Special Remedies
4. Small Claims
Provincial Court – Small Claims Division
1. Damages up to $2,000.00
2. Debts up to $2,000.00
3. Wages

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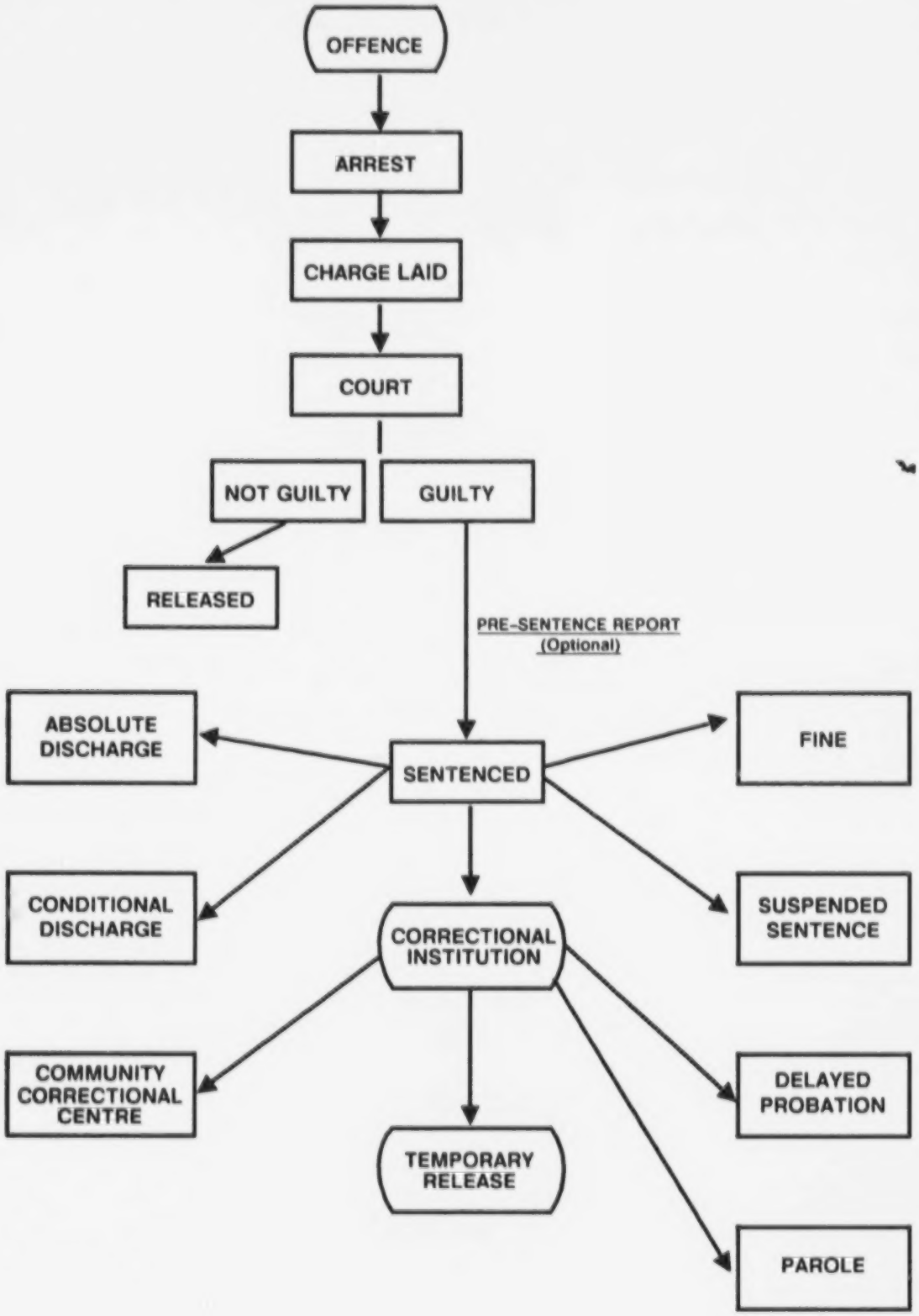
THE CRIMINAL JUSTICE SYSTEM



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Module 2: Contract Law

Status: Core for Law 20

Purpose

This module will identify the rights and responsibilities of the parties to various types of contracts. Each essential element is explained and cases that illustrate each element are discussed. Time should be spent analyzing the parties that are classified as having limited capacity. Discussion should inform students the contracts can be assigned to other parties, if certain rules are followed. Presentation of ways that a contract can be discharged should be included within this module.

Planning

Due to the content that is covered in this module, it is advisable to assign students to prepare a group presentation on one concept that pertains to contracts. This allows students to grasp a "working" general knowledge of contracts. Students can apply the presentation to their own lifestyle. Students are more interested when they can grasp the practicality of a concept.

Students should be encouraged to clip out newspaper articles about contracts. This topic lends itself to wide exposure in magazines and newspapers. The exposure covers elements of contracts, remedies of contracts, discharge of contracts and the outlines of various cases.

Students could also perform a skit which would:

- leave out an element of contract law, therefore students would discuss what element was missing
- include all elements and the students would discuss how each element was performed.

Students should evaluate the contracts they enter into every day.

Example: buying food at the cafe
being at school
buying clothes

Resources

A number of different guest speakers should be invited to speak to students. These guest speakers could talk to the class about the contract that exists between customer and company, and the legal implications of contract.

1. insurance agent
2. car salesman
3. credit officer from large retail store
4. lease officer for apartment complex.

Each guest speaker should bring a copy of the contract to the class and explain the "fine print" on each.

Evaluation

Students should fill out evaluation forms on each guest speaker, to give teacher feedback.

Teacher should fill out evaluation form on group presentations.

Students should have both formative and summative evaluations as they progress through this module.

Module 2: Contract Law

TOPIC/REFERENCE CORRELATION	TIME	TEACHING SUGGESTIONS	EVALUATION APPROACHES
LEGAL PURPOSE	10%	Assign students to explain the fifth element of a contract Hand out crossword puzzle Identify the elements that are omitted from assigned cases	Activity was applicable to concept that was explained Integrated new ideas Interest of students achieved Mark Crossword puzzle – one mark for each number Cases – two marks to identify the element that is missing from the contract and two marks for the justification Research assignment – ten marks for the assignment
NATURE OF CONTRACTS	5%	Hand out sample of contract and identify elements of contract Discuss Statute of Frauds and the type of contracts identified Assign cases, ask students to determine whether contract exists	
OFFER AND ACCEPTANCE	10%	Assign/select students to plan an oral presentation to explain the two elements of a contract Plan an activity to apply the concepts Assign cases to determine whether the elements are present	Marks for the reasons a contract can be discharged
CONSIDERATION	10%	Assign students to explain the third element, plus plan an activity to apply this theory Hand out cases, which test the three elements of contracts	

Module 2: Contract Law

TOPIC/REFERENCE CORRELATION	TIME	TEACHING SUGGESTIONS	EVALUATION APPROACHES
LEGAL CAPACITY	10%	Invite guest speaker from department store to discuss the elements of a contract when opening up credit Assign students to explain the types of people who have limited capacity in contracts	Exam - multiple choice - short answer - cases – state whether the contract is binding and give reason Evaluation form for guest speaker – rank the following items:
GENUINENESS OF CONSENT	10%	Assign students to explain the remedies available to injured parties Discuss cases to see if elements of contract exist	- method of presentation - content - relevance of content to high school student - handouts
DISCHARGE OF CONTRACT	25%	Students research the different ways a contract can be discharged and the remedies available to injured party	Evaluation form for student oral presentations rank the following:

LIMITATION OF ACTIONS	15%	Invite lawyer to talk to students about limitation periods
		Students can complete a worksheet on this topic
			- concepts presented
			- presentation
			  - eye contact
			  - voice
			  - mannerism

ASSIGNMENT OF RIGHTS AND OBLIGATIONS	5%	Identify the situations when contracts can be assigned to other parties Ask students to give examples of when contracts can be assigned to other parties	

Module 2: Contract Law

PRINT MATERIALS/PAMPHLETS
See Pamphlet List, 1987, "Business and Consumer Law" and "Contracts".
AUDIO-VISUAL MATERIALS
Juveniles and the Law: Program 4 (audiotape). ACCESS. *You and the Law: Contract and Consumer Law* (video recording). ACCESS. See also Bibliography of Law-Related A.V. Materials, "Business and Consumer Law" and "Contracts".
AGENCIES
Better Business Bureau Consumer Association of Canada
SPEAKERS
Better Business Bureau Legal Resource Centre Speakers Bureau

Module 2: Contract Law

GLOSSARY	
Acceptance	The assent to an offer by words or conduct.
Agreement	An understanding between parties to a contract.
Assignment	Transfer of contractual rights from one party to another.
Breach (of Contract)	Failure to perform an obligation in a contract.
Capacity	Legal ability to enter into a contract.
Caveat Emptor	A Latin phrase meaning "Let the buyer beware".
Consent	Free and voluntary agreement.
Consideration	Something of value exchanged by the parties to a contract.
Contract	A legally binding agreement enforceable by law.
Counter-Offer	A conditional acceptance; a new offer.
Disability	The absence of legal capacity to enforce an agreement.
Discharge	The means by which a legal obligation may be ended.
Duress	An action forcing a person to act against his or her will.
Executed	A fully completed contract.
Executory	A contract in which some term remains to be completed.
Fraud	Intentional deception resulting in loss to another.
Guarantee	A promise that goods and services meet certain standards.
Implied	A contract which is suggested by the actions of the parties.
Injunction	A court order requiring a person to do or not to do something.
Invitation to Treat	An invitation to make an offer (e.g., by a store for a customer).

GLOSSARY (cont'd)

Limitation Period	A time limit within which an action must be taken.
Minor	A person under the age of majority (18).
Misrepresentation	An untrue statement either deliberate or unintentional.
Mistake	A misunderstanding regarding the subject matter of a contract.
Offer	A proposal to enter into a contract.
Performance	Fulfilment of an obligation or a promise.
Public Policy	Principles intended for the good of the public.
Rescission	Cancellation of a contract.
Replevin	A court order requiring a person to give up possession of goods.
Repudiation	Rejecting a contract to avoid liability.
Revoke	Cancellation of an offer before acceptance.
Seal	A marking placed on a contract to express serious intent.
Simple Contract	An agreement either implied, oral or written.
Speciality Contract	An agreement signed and under seal.
Specific Performance	A remedy requiring a person to do what he said he would.
Undue Influence	Unlawful pressure on the mind to benefit one party unduly.
Usury	Excessive and illegal interest rates.
Valid	Having legal force, enforceable.
Void	Having no legal force, unenforceable.
Voidable	Capable of being rescinded, if done within an appropriate time.

Module 3: Family Law

Status: Core for Law 20

Purpose

The purpose of this module is to study the laws that relate to the family unit, children, responsibilities of adults in common-law and marriage relationships, separation or divorce rights and the legal ramifications of a will.

Planning

This module should involve the students in a number of activities, as the content applies to each and every student. Students should have a general understanding of family law and the resource agencies that exist to help individuals.

Guest speakers should be invited to talk to classes about two different topics within family law. Ensure that the focus of the presentations are based on legal aspect of the topics.

Students should select an area of this topic that they are interested in and collect newspaper or magazine articles that pertain to the topic. With each article, students should identify the terms that are included and provide definitions. Also, a brief summary of each article, identifying the laws that pertain, should be included.

Resources

Updated copies of the acts that are categorized under family law should be obtained:

- Child Welfare Act
- Young Offenders Act
- Divorce Act
- School Act

Teachers should invite guest speakers throughout this module. There are so many laws that need to be identified and explained that resource people should be interspersed throughout.

- visit Family Court
- invite a crown prosecutor to talk about YOA
- use puzzles, wordsearch, legal maze.

Evaluation

Ensure that students evaluate the guest speakers. The purpose of this evaluation is to obtain student feedback on the content and the method of presentation.

Time and an evaluation sheet should be filled out in each student's scrapbook. Students must know on what content they are being evaluated.

Objective test must be given at the end of this module.

Module 3: Family Law

TOPIC/REFERENCE CORRELATION	TIME	TEACHING SUGGESTIONS	EVALUATION APPROACHES
THE FAMILY UNIT IN LAW	5%	Ask students to state the essential elements of a contract Outline the legal aspects of family law that will be discussed Ask students to suggest topics that are of interest	Objective Tests - multiple choice - true – false - fill in the blanks Subjective - short answer - analyze cases
MARRIAGE	30%	Outline the requirements for a valid marriage in Alberta – at federal and provincial levels Show a videotape on a marriage contract Assign students to research the legal aspects of a common-law relationship	Worksheets - have students answer practical questions (which will include cases) Legal Papers - mark legal documents on completeness and accuracy

SEPARATION/DIVORCE	15%	Explain the revised Divorce Act
		Outline differences between separation and divorce
		Duplicate articles (library should have some) and discuss the legal aspects of marriage/separation/ divorce
		Duplicate divorce papers and have students follow
			- marriage contract
			- divorce
			- will
			
			Evaluate guest speaker(s)
			
			Cases
			- mark the cases for
			  - identification of legal concepts
			  - speculation of outcome and the justification for this outcome

Module 3: Family Law

TOPIC/REFERENCE CORRELATION	TIME	TEACHING SUGGESTIONS	EVALUATION APPROACHES
LEGAL RIGHTS OF CHILDREN	30%	Outline acts that apply to children Assign students to select an act and write a brief description of the law Invite guest speaker to talk about the laws and agencies that exist to help children involved in marital break-up or criminal activity Show video recording "Wilful Blindness: The Trial of Chris Jones"	
WILLS AND ESTATES	20%	Outline the requirements for a legal will Ask students to write their own will Assign cases for students to analyze to see if legal requirements have been met	

Module 3: Family Law

PRINT MATERIALS/PAMPHLETS

A Guide to the Law Regarding Getting Married in Alberta. Student Legal Services.
A Guide to the Law Regarding Common-Law Relationships in Alberta. Student Legal Services.
Divorce Law Questions and Answers. Canada Department of Justice.
Divorce Law for Counsellors. Canada Department of Justice.
Fathers and Family Law. Student Legal Services.
Mothers and Family Law: A Guide to Your Rights. Student Legal Services.
Wills and Estates for Albertans. Alberta Women's Secretariat.
See also Pamphlet List, 1987, "Family Law".

AUDIO-VISUAL MATERIALS

Dial-A-Law: Family Law (audiotapes 1-18). Calgary Legal Guidance.
Dial-A-Law: Wills and Estates (audiotapes 40-42). Calgary Legal Guidance.
The Family and the Law: Better Late Than Never (video recording). ACCESS.
The Family and the Law: Custody (video recording). ACCESS.
The Family and the Law: Leaving (video recording). ACCESS.
The Family and the Law: Maintenance and Property (video recording). ACCESS.
The Family and the Law: Picking up the Pieces (video recording). ACCESS.
Juveniles and the Law, Programs 17 and 18 (audiotapes). ACCESS.
You and the Law: Divorce (video recording). ACCESS.
You and the Law: Marriage and Common-Law (video recording). ACCESS.
You and the Law: Wills (video recording). ACCESS.
Wilful Blindness: The Trial of Chris Jones (video recording). Rogers Cable.
See also Bibliography of Law-Related A.V. Materials, 1985, "Family Law".

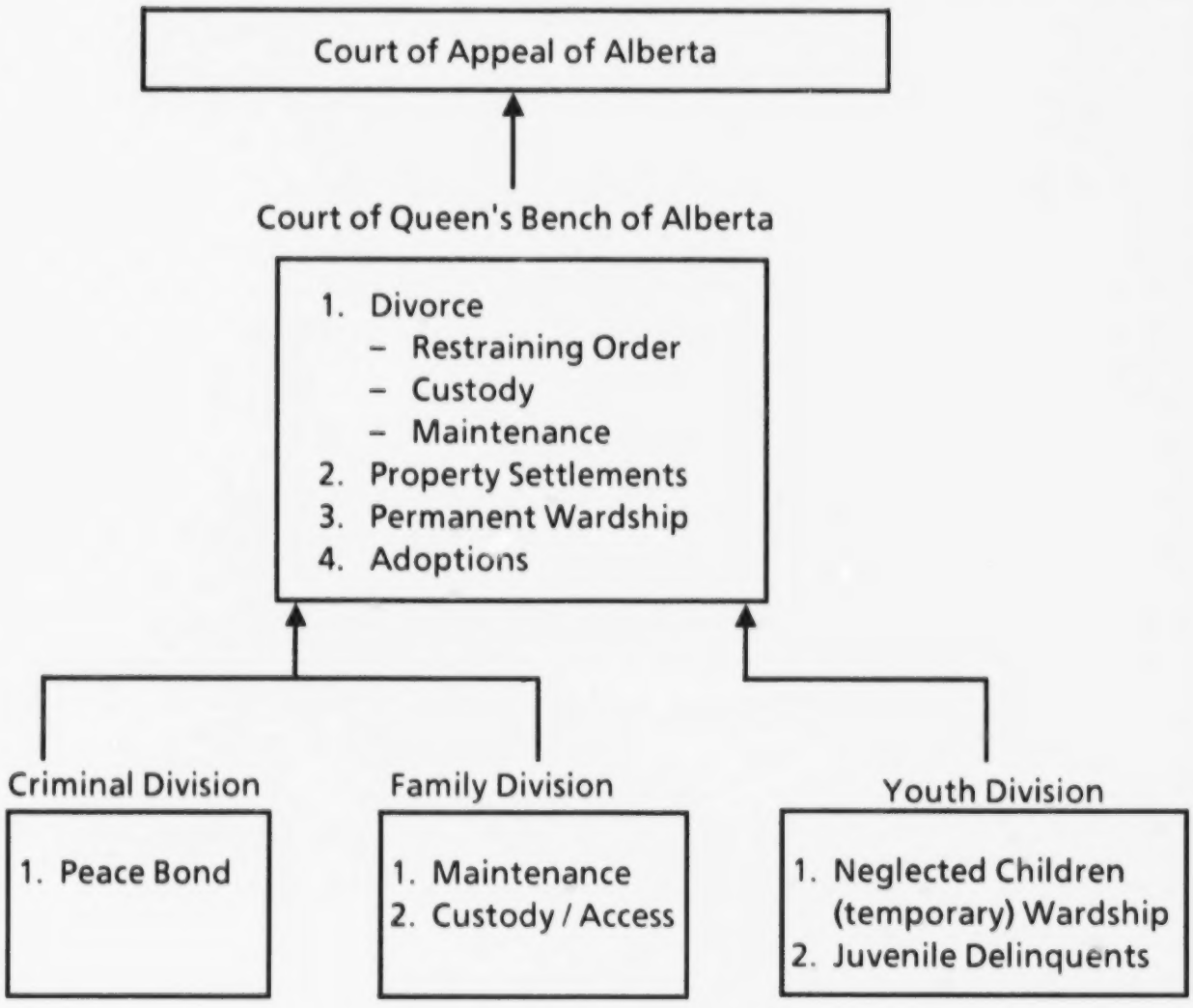
SPEAKERS

Family Court Officials – Judge
Legal Resource Centre Speakers Bureau

CLASSROOM ACTIVITIES – PROJECTS

Investigate Marriage Contracts
Investigate Marriage Customs
Make up a Will

DOMESTIC RELATIONS COURT SYSTEM



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Module 3: Family Law

GLOSSARY

A. Marriage and Divorce

Adultery	Voluntary sexual intercourse by a married person with one of the opposite sex other than one's spouse.
Affinity	A relationship created by marriage.
Alimony	Financial support payments made before a divorce.
Annulment	The declaration that a marriage was void, never existed.
Bigamy	Being married to two persons at the same time.
Collusion	Lying by spouses in order to obtain a divorce.
Connivance	Encouraging a spouse to commit a matrimonial offence.
Consanguinity	A blood relationship.
Consummation	Completion of marriage by the act of sexual intercourse.
Co-Respondent	A third party with whom a marriage partner has committed sexual intercourse.
Custody	Legal guardianship of a child.
Decree Absolute	A court order making a divorce final under the Divorce Act of 1968.
Decree Nisi	An interim court order concerning divorce, not final under the Divorce Act of 1968.
Desertion	Abandoning one's spouse with or without consent.
Divorce	Legal dissolution of a marriage.
Impotence	The incapacity to have sexual intercourse.
Maintenance	Support payments made to a spouse after divorce.
Marital Property	Property obtained by a couple during a marriage.
Marriage Breakdown	Ground for divorce based on separation, adultery or cruelty.

GLOSSARY (cont'd)

Mental Capacity	Mental ability to enter into a valid agreement.
Mental Cruelty	Basis for divorce based on mental misbehaviour.
Monogamy	Being married to only one person.
Physical Cruelty	Basis for divorce based on physical abuse.
Respondent	The spouse from whom the petitioner wishes to be divorced.
Separation	Living apart either with or without a legal agreement.
Solemnization	Formalities of how a marriage ceremony is conducted.

B. Wills

Administrator/Administratrix	A person appointed by the court to manage a person's estate.
Beneficiary	A person who obtains a benefit under a will.
Codicil	An addition or change to a will.
Dependant	A person who relies on another for support.
Executor/Executrix	A person named in a will to carry out the terms of the will.
Heir	One who inherits property of an estate.
Holograph	A handwritten will.
Intestate	A condition of having died without a will.
Probate	Proving the validity of a will.
Revoke	To cancel a will.
Testator/Testatrix	A person who makes a will.
Trustee	A person who has the legal right to handle another's property.
Will	A declaration of how a person wishes his property to be distributed on death.

Module 4: Basic Rights and Responsibilities

Status: Core for Law 30

Purpose

This is one of the core modules to be taught in Law 30. The sequence of the fourth, fifth and sixth modules are left to teacher discretion.

The purpose of this module is to examine an individual's basic legal rights and to assess the responsibilities these rights impose on the individual. Students should become familiar with the Charter of Rights and Freedoms and understand its practical applications.

Planning

Teachers should order one copy of the Charter for each student. Students will work in detail with this document.

The principal should be invited into the classroom to discuss student rights. This provides an opportunity for the students to ask the principal questions about rules within the school.

Collect copies of acts that apply to the rights of individuals to serve as a starting point for discussions and research.

Invite a person to speak to class on law enforcement. If there is a resource officer assigned to the school, he or she should be able to talk to students on this subject.

Resources

Legal documents that pertain to rights of individuals should be located in the classroom. These documents can be signed out to the students.

Students should be encouraged to write a short paper on law enforcement in Alberta. Time should be arranged for students to work on this assignment during class time. Students should be expected to make one visit to a police agency to obtain practical experiences for the report.

Guest speakers should be encouraged to visit the classroom. Explanations of the responsibilities of police officers could be addressed by the guest speakers.

Students should be encouraged to work on bulletin board display with information gained from papers on law enforcement. This could serve as a focus point for discussion in a number of Law 30 topics.

Evaluation

Students should be given an objective test. The test should utilize different types of questions, including short answers and cases.

Law 30 should include more emphasis on analyses of cases; therefore, the law exams should test for analysis.

Module 4: Basic Rights and Responsibilities

TOPIC/REFERENCE CORRELATION	TIME	TEACHING SUGGESTIONS	EVALUATION APPROACHES
RIGHTS AND RESPONSIBILITIES	20%	Identify difference between rights and freedoms Identify the laws that outline rights and responsibilities of individuals Assign students to give a group oral presentation about the special groups that receive legal protection	Tests Objectives - multiple choice - true – false - fill in the blanks Subjective - cases - short answer Worksheets - ask students to apply acts to particular cases

CANADIAN CHARTER OF RIGHTS AND FREEDOMS	25%	Distribute Charter to each student – assign students to each section of Charter and write in their own words the purpose of the section
		Assign students to write their own Charter for the school
			Oral Presentation
			- mark students on
			  - mode of presentation (50%)
			  - content (50%)
			
			Discuss cases with students and ask them to apply the Charter to them.

PROVINCIAL HUMAN RIGHTS LEGISLATION	10%	Outline provincial acts that pertain to rights of individuals Outline procedure for appealing to Human Rights Commission Assign cases to students to role play as if presenting case to Human Rights Commission	Have students fill out evaluation forms on principal and police officer, commenting on the method of presentation and the content
STUDENT RIGHTS	10%	Invite principal to talk to students about their rights as outlined by the School Act and the rules of the school - encourage students to question principal on punishments	Evaluate students on role play of case situation - how well they knew the facts - presentation of content - outcome of case

Module 4: Basic Rights and Responsibilities

TOPIC/REFERENCE CORRELATION	TIME	TEACHING SUGGESTIONS	EVALUATION APPROACHES
REMEDIES	5%	Outline the remedies at all levels of government to aid individuals if their rights have been impinged upon or discriminated against	Evaluate students on bulletin board display - content - clarity of content - creativity - organization
LAW ENFORCEMENT	30%	Assign students to research the different law enforcement agencies and the rights and responsibilities of each Assign students to display information on bulletin board rather than write up the assignment	

Module 4: Basic Rights and Responsibilities

PRINT MATERIALS/PAMPHLETS
Alberta Human Rights Commission (Kit). *The Canadian Charter of Rights and Freedoms: A Guide for Students*. 2nd ed. Public Legal Education Society. *The Canadian Charter of Rights and Freedoms: Teacher Manual*. 2nd ed. Public Legal Education Society. *Women and the Law in Alberta*. Calgary Association of Women and the Law. *Youth and the Charter in Just in Time 5* (September 1986). See also Pamphlet List, 1987, "Constitutional Law".
AUDIO-VISUAL MATERIALS
Dial-A-Law: Immigration (audiotapes #20-23). *Juveniles and the Law: Programs 10 and 11* (audiotapes). See also Bibliography of Law-Related A.V. Materials, "Constitution Law".
AGENCIES
Human Rights Commission – Provincial, Federal Civil Rights Advocacy Groups
SPEAKERS
Citizenship Court Judge Human Rights Commission ASTA lawyer to speak on student rights Native Counselling Services of Alberta Legal Resource Centre Speakers Bureau

Module 4: Basic Rights and Responsibilities

FIELD TRIPS
Citizenship Court
CLASSROOM ACTIVITIES – PROJECTS
Prepare wall charts showing various rights. Compare civil rights and human rights. Obtain and display UNESCO Charter of Rights. Report on student rights.
MISCELLANEOUS
Poster – Charter of Rights and Freedoms Poster – Magna Carta

Module 4: Basic Rights and Responsibilities

GLOSSARY

Aboriginal Rights	Rights of original inhabitants of Canada granted under original treaties.
Civil Rights	Rights that belong to a citizen, freedom of speech, religion, assembly, etc.
Discrimination	Treating one party differently from another.
Equality Rights	Rights contained within the Charter stating that all people are equal before the law.
Fundamental Rights	Basic rights guaranteed under the Charter with respect to race, creed, colour, religion or sex.
Human Rights	Rights that entitle every human being to be treated the same as every other.
Language Rights	Rights guaranteed in the Charter dealing with official languages.
Legal Rights	Rights of minority groups to equal treatment.
Mobility Rights	The right to move within the country and seek employment in any province.
Prejudice	Judgment formed without examination of the facts.
Responsibilities	The duty to meet one's commitments.
Rights	Fairness and justice granted to citizens under the Charter of Rights and Freedoms.

Module 5: Labour Law

Status: Core for Law 30

Purpose

This module enables students to examine the basic laws relating to employment, union organization and the collective bargaining process. Students should be familiarized with the rights and responsibilities of the employer and employees. In the expectancy that all students will be employed, presentation of this module should be practical.

Planning

Students should be encouraged to carry out their own research on a specific aspect of labour law and then be prepared to debate the issue. This allows the student to show initiative and gives them the opportunity to speak in front of the class.

A guest speaker (someone who works in the employment field) should be invited to speak to the class to discuss an employment contract and acts that apply to this topic.

Students should be encouraged to bring their own employment contract to class. Because of their personal experience, students will be interested in learning about labour responsibilities.

Resources

Gather a collection of employment contracts that can be used in this module.

There are a number of different films pertaining to employment. If a film is going to be shown, make sure that it is previewed and questions distributed for students to complete. This will direct and focus their attention.

Evaluation

An exam should be completed when this module has been taught. Questions should be directed toward a higher level of comprehension in Law 30. Students should be expected to analyze cases: identify the facts, outline the laws that apply and the final decision in each case.

Module 5: Labour Law

TOPIC/REFERENCE CORRELATION	TIME	TEACHING SUGGESTIONS	EVALUATION APPROACHES
RIGHTS AND RESPONSIBILITIES	20%	Identify the responsibilities placed on the employer and employee Outline the laws that protect employees from discrimination on the job Encourage students to discuss the liability of employers to third parties; ask students to give examples	Objective Tests - multiple choice - true - false - fill in the blanks Subjective - short answer - cases Worksheets - review the elements of an employment contract
LABOUR LEGISLATION	20%	Identify the acts that provide financial support to unemployed workers Copies of these acts should be purchased and a detailed discussion should follow Students should research cases or articles that portray job discrimination; e.g., women's rights Discuss male and female rights to leave of absence due to child birth Allow students to use DIAL-A-LAW to find information about labour laws - use this as a short oral presentation each day during this module Have someone from hire-a-student speak to students about employment opportunities and expectations	Evaluate guest speaker on - content - method of presentation - appropriateness Evaluate the debate - students should be in groups of three or four

Module 5: Labour Law

TOPIC/REFERENCE CORRELATION	TIME	TEACHING SUGGESTIONS	EVALUATION APPROACHES
EMPLOYMENT CONTRACTS	30%	Collect different types of employment contracts and lead the class through analysis of (1) the different types of contracts, (2) how labour contracts can be terminated, and (3) fringe benefits Identify the remedies available to employees for wrongful dismissal Invite a guest speaker to discuss the rights and responsibilities of an employer	
UNIONS	30%	Assign students questions to debate within the topic of unions Students should research the topic and then be prepared to debate the issue Identify the concept of union membership Students should choose a topic that is fairly recent Students could use vertical files in the library to debate this issue	

Module 5: Labour Law

PRINT MATERIALS/PAMPHLETS
Employment: You and the Law. Student Legal Services. *Job Seeker's Handbook*. Alberta Department of Career Development and Employment. See Pamphlet List, 1987, "Labour Law".
AUDIO-VISUAL MATERIALS
Dial-A-Law: Employment Law (audiotapes 80-85). Calgary Legal Guidance. *Juveniles and the Law: Program 16* (audiotape). ACCESS. *You and the Law: Labour Law* (video recording). ACCESS. *You and the Law: Wrongful Dismissal* (video recording). ACCESS. See also Bibliography of Law-Related A.V. Materials, "Labour Law".
AGENCIES
Local labour unions
SPEAKERS
Labour Standards Branch, Department of Labour Legal Resource Centre Speakers Bureau
CLASSROOM ACTIVITIES – PROJECTS
Prepare chart showing ways a labour relationship can be established. Report on the history of labour unions. Investigate some local labour unions.

Module 5: Labour Law

GLOSSARY	
Agent	A person empowered to act on behalf of another.
Arbitrator	A person selected to judge a dispute.
Certification	The process of obtaining legal recognition as a union.
Collective Bargaining	Negotiations undertaken by a union on behalf of its members.
Conciliato.	A person who reconciles differences between employer and union.
Grievance	A complaint, violation of terms of a union contract.
Independent Contractor	A person hired to do a specific job.
Local	A branch of a labour union.
Lockout	Employer's refusal to allow employees into work.
Master	A person who hires someone to work.
Mediator	A neutral third party who attempts to bring about agreement.
Picket Line	Lines of strikers outside employer's premises to block access.
Principal	A person who employs another to act as his or her agent.
Servant	A person hired to do a job under another's direction.
Shop Steward	A person nominated by members of a union to represent them.
Strike	Quitting work or withholding services by an employee.
Sub-Contractor	A person hired to take over obligations of another person.
Unemployment Insurance	Government insurance paid to people who are out of work.
Union	An association of employees, to negotiate as one with management.

GLOSSARY (cont'd)

Wildcat Strike	An illegal strike.
Work to Rule	To perform at the barest level of one's job description.
Workers' Compensation	Government insurance to pay an individual who is hurt on the job.

Module 6: Property Law

Status: Core for Law 30

Purpose

This module enables students to study the laws that relate to owning or renting property. Students will only have had limited experience with this area of law, such experiences being based on the personal experiences of their parents, guardians, family or friends. Students should be encouraged to glean as much information as possible for future experiences. Time should be spent talking about responsibilities of the landlord and tenant.

Planning

A representative from the Landlord and Tenant Advisory Board should be invited to the class to talk about acts that fall under property law. The justification for the existence of this board and the types of cases that are brought before it should be outlined.

Copies of property legal documents that may be obtained should be discussed with the students. Main clauses should be highlighted and explained to the class.

Resources

Information can be ordered from Consumer and Corporate Affairs regarding the rights and responsibilities of people purchasing or renting property. This information is usually available free of charge so the students can keep their own copies.

Leases, mortgages and rental contracts can be collected. Copies of these documents should be made, so that students have experience in filling out the forms.

Evaluation

An objective test should be administered to students.

Cases should be handed out and the students expected to analyze and reach decisions.

Newspaper and magazine articles can be circulated. There are usually articles on property law in the Alberta Report. Students can identify the laws that are affected and the reason for dispute.

Module 6: Property Law

TOPIC/RESOURCE CORRELATION	TIME	TEACHING SUGGESTIONS	EVALUATION APPROACHES
OWNERSHIP	20%	Identify the differences between real and personal property Outline the land registration in Alberta Encourage students to research the types of tenancies, forms of property ownership and the rights of property owners Distribute worksheets about ownership	Objective questions - multiple choice - fill in the blanks - true – false Subjective questions - short answer - cases Evaluate guest speakers on - content - method of delivery - appropriateness of topic
RENTAL AGREEMENTS	20%	Invite guest speaker to talk about tenancy, leases and rental contracts, and responsibilities of all parties Suggest that students make a bulletin board display on property law	Evaluate on the bulletin board - visual representation - organization - clarity - content
BUYING, BUILDING AND SELLING REAL PROPERTY	40%	In detailed analysis, explain the procedures to follow when dealing with real property Lead students through the paperwork that is required Assign a written report for students to research the laws that pertain to condominiums	
ISSUES CONCERNING REAL PROPERTY	20%	Using magazine and newspaper articles, identify the different strategies used to entice people to rent or purchase property Identify the role of government in supporting individuals to purchase or maintain property	

Module 6: Property Law

PRINT MATERIALS/PAMPHLETS

Landlord and Tenant Handbook. Student Legal Services.
"Real Estate Law" in Resource News 11 (March, 1987). Legal Resource Centre.
See Pamphlet List, 1987, "Housing Law".

AUDIO-VISUAL MATERIALS

Dial-A-Law: Foreclosure (audiotape). Calgary Legal Guidance.
Dial-A-Law: Landlord and Tenant (audiotape). Calgary Legal Guidance.
Dial-A-Law: Living in an Apartment (audiotape). Calgary Legal Guidance.
Dial-A-Law: Moving Out of an Apartment (audiotape). Calgary Legal Guidance.
Juvenile and the Law: Programs 19 and 20 (audiotape). ACCESS.
You and the Law: Landlord and Tenant Law (video recording). ACCESS.
See also Bibliography of Law-Related A.V. Materials, "Housing Law".

AGENCIES

Landlord and Tenant Advisory Board
Real Estate Board

SPEAKERS

Department of Consumer Affairs
Real Estate Board
Central Mortgage and Housing
Legal Resource Centre Speakers Bureau

CLASSROOM ACTIVITIES – PROJECTS

Collect and compare various lease forms
Prepare a chart comparing landlord and tenant rights
Chart comparative costs of home ownership and renting

Module 6: Property Law

GLOSSARY	
Agreement for Sale	An agreement to purchase property.
Distress	To seize possessions of a tenant in lieu of rent.
Encumbrance	A claim or lien against property.
Expropriate	To take property away from an owner for public use.
Foreclosure	The right to seize property for non-payment.
Joint Tenants	Two or more owners each having an undivided interest in property.
Landlord	Person in charge of rented property.
Lease	An agreement between landlord and tenant for use of property.
Leasehold	An estate in real property held under lease.
Life Estate	An estate whose duration is limited to the life of the person holding it.
Mortgage	A document that conveys an interest in property.
Offer to Purchase	A proposal given by a buyer to a seller to purchase property.
Periodic Tenancy	A tenancy that is renewed on a recurring basis.
Quiet Enjoyment	Right of a tenant to use property free from interference.
Real Property	Land and all fixtures on it.
Security Deposit	A sum of money paid to a landlord to cover damage to premises.
Sublet	To allow a third party to take over a rental contract.
Tenant	The person renting real property.
Tenants in Common	Partners in a tenancy, each partner having individual rights.
Tenancy at Will	Permission to remain in rented premises, but landlord retains right to ask tenant to leave.

GLOSSARY (cont'd)

Title	Rights of ownership in goods or property.
Zoning	Division of an area into areas with different uses.

Module 7: Criminal Justice System

Status: Elective for Law 20 or 30

Purpose

This module is to acquaint the students with the criminal justice system. Students will examine the nature of crime and the topics that fall under criminal law. Students should be expected to use the criminal code and visit a courtroom.

Planning

A number of different speakers can be invited to the classroom. There are a lot of different agencies involved in criminal law that should be encouraged to speak to students. Their presentations should include the mandate for the agency, and the clientele that it deals with. When possible, the speakers should be encouraged to bring audio-visual material to supplement their presentation.

The teacher should contact the closest courthouse to plan a field trip for students. Time should be spent explaining courtroom procedure and the expected behaviour of students. Each student should be given a courtroom observation form to fill out regarding the court case attended. Following the court visit, a discussion led by the teacher should allow student feedback about the field trip.

A book report can be assigned during this module. Students should be able to select a book (fiction or non-fiction) based on some criminal law. The student should be asked to identify the laws that were alluded to, a summary of the book, and an analysis of the laws as they apply in Alberta.

Time should be spent preparing the students to perform a mock trial. Students should be selected for appropriate parts, given background information sheets, and coached in the proceedings of a trial.

Resources

Guest speakers can be invited to help the teacher organize and carry out a mock trial. People who have experience with criminal law should be invited to the class to add their expertise.

There are a number of audio-visual materials that are based on criminal law. Ensure that the students will fill out a worksheet after the media is shown.

Evaluation

Test should be administered after the module has been covered. The test should include objective and subjective questions.

All guest speakers and audio-visuals should be evaluated on the content of their talk and the method of presentation.

Module 7: Criminal Justice System

TOPIC/RESOURCE CORRELATION	TIME	TEACHING SUGGESTIONS	EVALUATION APPROACHES
CRIMINAL JUSTICE SYSTEM	15%	Give a research assignment for the students to outline history of criminal law and criminal code Students could use criminal code to report on three offences of their choice. They must also give maximum penalties. This is a method used to enable students to use the criminal code For specific offences, the oral presentations should be group reports due to time constraints (there is a lot of information in this section) Suggest that the teacher cover the important offences such as (1) sexual assault; (2) robbery; (3) murder or homicide; (4) break and enter. Then allow students to choose offences that are unusual and interesting. Allow students to invite speakers to complement their presentation; e.g., they can arrange for a police officer to demonstrate a breathalizer if their topic is impaired driving	Objective questions - multiple choice - fill in the blanks - true – false Subjective questions - short answers - cases Evaluate guest speakers on - content - delivery - audio–visual material that was used - clarity Written assignments - conciseness - clarity - correct material Evaluate bulletin board displays Book report

Module 7: Criminal Justice System

TOPIC/RESOURCE CORRELATION	TIME	TEACHING SUGGESTIONS	EVALUATION APPROACHES
		Distribute copies of the acts that are classified as codified laws Outline the different courts in Alberta and the cases that fall under each jurisdiction	
CORRECTIONAL INSTITUTIONS	5%	Invite guest speakers in to talk about their affiliation with institutions - provincial/federal - ex-inmates - agencies discussing alternatives to prison	
PAROLE	5%	Parole officer in to talk about present programs and plans for future programs Review content with students	
AFTER-CARE AGENCIES	5%	Set up a panel of people who are involved in after-care and ask them to discuss their programs Outline the mandate of agencies	
YOUTH AND CRIME	5%	Invite lawyer to talk about YOA and criminal records of youth	
THE NATURE OF A CRIME	5%	Define the term crime and outline the elements that must exist Explain different parties to a crime	

Module 7: Criminal Justice System

TOPIC/RESOURCE CORRELATION	TIME	TEACHING SUGGESTIONS	EVALUATION APPROACHES
POLICE	5%	Invite a police officer to speak to class about - the police officer's role - power to arrest, question, search, seize and take into custody	
SPECIFIC OFFENCES	20%	Assign an offence to each student – ask that they define offence and penalty; present information to class Identify the sources of legal aid	
CRIMINAL TRIALS	20%	Assign students the task of researching the criminal procedures Plan bulletin board displays to represent the main points Organize a visit to court Perform at least two mock trials	
DEFENCES	5%	Outline the different defences and their effect on sentencing Assign book report on an aspect of criminal law	
PUNISHMENT	5%	Identify the different punishments and sentences Show audio-visual media regarding different types of sentences and the effects on accused and victim	
APPEALS	5%	Explain the function of appeal courts	

Module 7: Criminal Justice System

PRINT MATERIALS/PAMPHLETS

Alberta Young Offenders Program Pamphlet Series. Alberta Solicitor General.
Beyond the Walls. Correctional Services of Canada.
Casebook: Sample Cases in Criminal Law for Teachers and Students in Law. Legal Services Society.
Guide to Using the Criminal Code of Canada. Legal Resource Centre.
Mock Trial Kit. Legal Resource Centre.
Under 18, You and the Law. Student Legal Services.
The Young Offenders Act Highlights. Student Legal Services.
See also Pamphlet List, 1987, "Criminal Law".

AUDIO-VISUAL MATERIALS

The Criminal Justice System: Part 1 – An Introduction (video recording). ACCESS.
The Criminal Justice System: Part 2 – Role of the Police (video recording). ACCESS.
The Criminal Justice System: Part 3 – Role of the Crown Prosecutor (video recording). ACCESS.
The Criminal Justice System: Part 4 – Role of the Judge (video recording) ACCESS.
Dial-A-Law: Criminal Law (audiotapes 50-65). Calgary Legal Guidance.
Juveniles and the Law: Programs 6, 7, 8 and 9 (audiotape). ACCESS.
Playing for Keeps (video recording). Edmonton John Howard Society.
See also Bibliography of Law-Related A.V. Materials, "Criminal Law".

AGENCIES

John Howard Society
Elizabeth Fry Society
7-Step Society
Sexual Assault Centres
AADAC
Legal Aid

SPEAKERS

Contact: Legal Resource Centre Speakers Bureau
John Howard Society, Edmonton
Canadian Bar Association
Correctional Services, Solicitor General

Module 7: Criminal Justice System

FIELD TRIPS
Local Courts Police Station
CLASSROOM ACTIVITIES – PROJECTS
Mock Trials Collect newspaper articles on various issues
CAREER OPPORTUNITIES
Correctional Services – Probation, Parole, Guards, etc. Lawyers Police Court Reporters Court Clerks
MISCELLANEOUS
Chart – Criminal Justice System Correctional Services of Canada Poster – Young Offenders Act

Module 7: Criminal Justice System

GLOSSARY	
Abettor	One who assists in the commission of an offence.
Abortion	Deliberate destruction of an unborn child.
Accessory after the Fact	Helping someone who has just committed an offence.
Actus Reus	The criminal act; forbidden act.
Adversary System	A contested action, in which each side presents its case to the court.
Affidavit	A sworn statement.
Appearance Notice	A document requiring a person to appear in court.
Arraignment	Reading of a charge to an accused.
Arrest	Detaining a person to ensure appearance in court.
Assault	To touch or harm another without permission.
Automatism	Actions performed by another without will or purpose.
Bail	An amount of money deposited with the court to ensure accused will return for trial.
Battery	Harmful physical contact.
Break and Enter	To enter premises without permission.
Capital Punishment	Punishment by death.
Challenge	To question a person's right to serve on a jury.
Community Service Order	An order by a judge requiring an offender to perform work in the community.
Conspiracy	Persons planning and acting together to commit an unlawful offence.
Corporal Punishment	Physical punishment, such as caning or whipping.
Corroborated	Substantiating evidence given by witness.
Counsellor	One who counsels another in ways to commit a crime.

GLOSSARY (cont'd)

Court Clerk	Person in charge of documents, issues process, etc., in courts.
Court Reporter	Person who records court testimony.
Criminal Code of Canada	An act passed by Parliament outlining most criminal offences.
Criminal Negligence	Failure to use the degree of care required under criminal law.
Cross-Examine	Examination of a witness by the opposing counsel.
Culpable Homicide	Killing of a human being for which someone is responsible.
Detention	Keeping of an accused in custody.
Deterrent	A penalty designed to prevent others from committing the same act.
Direct Evidence	Evidence given by the person who witnessed the event.
Discharge	The ending of a legal duty or obligation.
Discretion	Freedom to make decisions or choices.
Diversion	The practice of keeping a person out of jail by imposing some other penalty.
Double Jeopardy	Being charged twice for the same offence.
Duty Counsel	Lawyer assigned to court to represent an accused.
Empanelling	The selection of jurors.
Entrapment	Tricking (usually by the police) a person into committing a criminal act.
Euthanasia	Putting to death persons with incurable illnesses. Commonly referred to as mercy killing.
Evidence	Testimony given by a person about an event or related matter.
False Arrest	Detention of a person without lawful authority.
Fine	A sum of money paid into court as a penalty for some legal infraction.

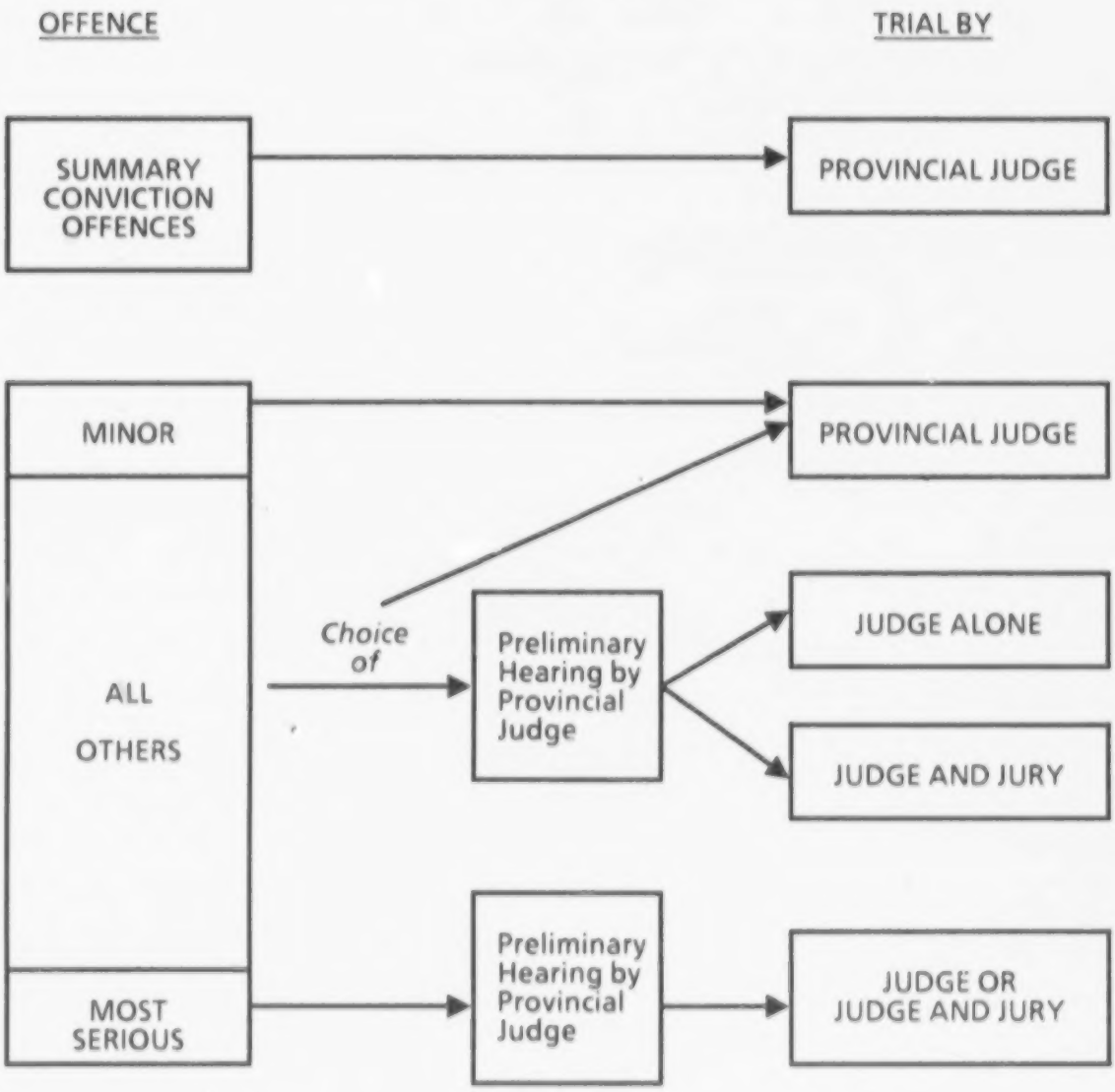
GLOSSARY (cont'd)

Gating	To arrest a person as soon as they are released from a correctional facility.
Hearsay	Evidence not proceeding from the personal experience of the witness.
Homicide	The deliberate killing of a human being.
Hung Jury	A jury that cannot reach a unanimous decision.
Hybrid Offence	An offence that may proceed either by way of summary conviction or indictment.
Importune	To persistently solicit money for sexual favours.
Incarceration	Imprisonment.
Indictable Offence	A serious offence.
Infanticide	The deliberate killing of an infant.
Information	A written complaint made under oath regarding an offence.
Jurisdiction	Authority or power to do something.
Jury	Twelve citizens picked at random to decide guilt or innocence.
Legal Aid	Help funded by government for those who cannot afford a lawyer.
Mandatory Supervision	The practice of releasing a prisoner under supervision, after two thirds of their sentence.
Manslaughter	The accidental killing of another person or persons.
Mens Rea	Mental capacity to commit an offence; guilty mind.
Mischief	Deliberate destruction or damage to property.
Murder	Planned, deliberate killing of another human being.
Parole	Early release from prison; balance of sentence served in the community.
Party to an Offence	A person who aids or abets in the commission of a crime.

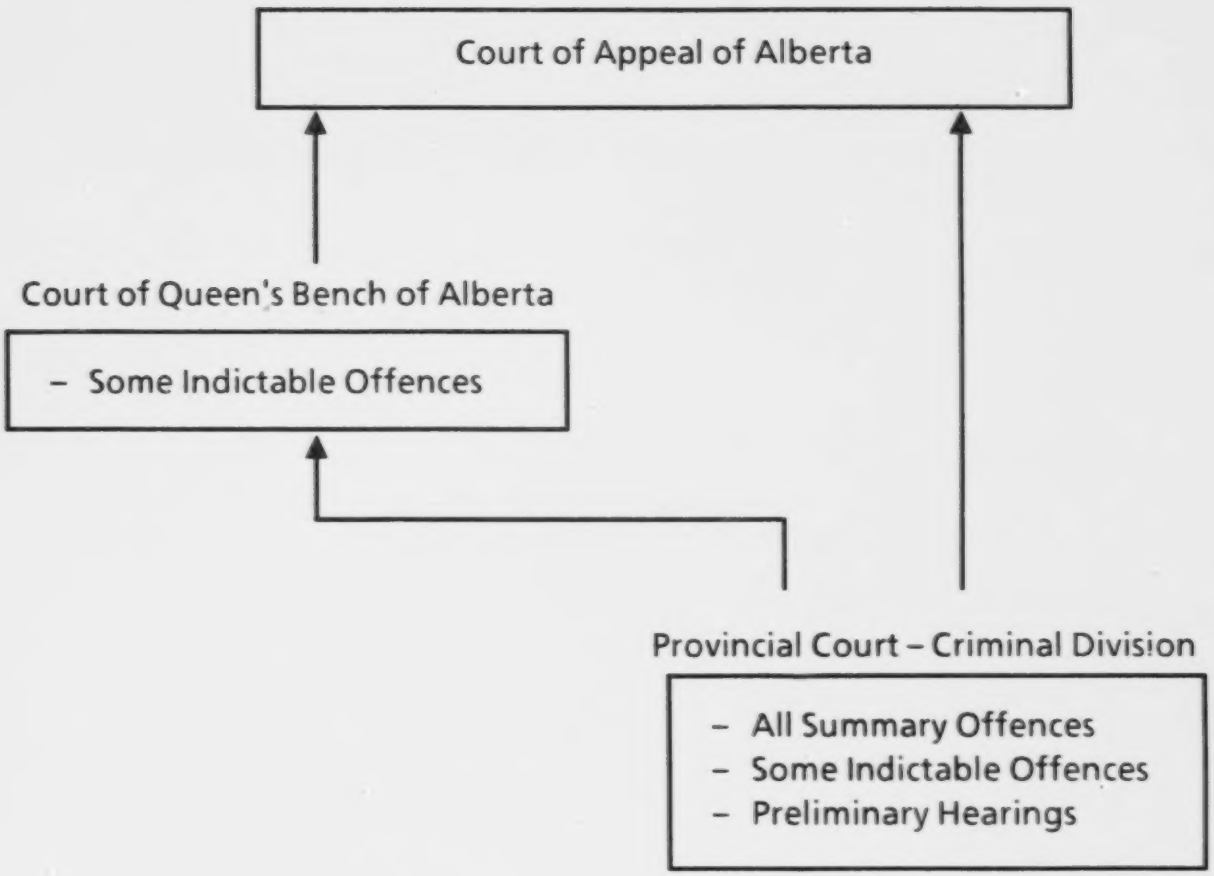
GLOSSARY (cont'd)

Perjury	Knowingly giving false information while under oath.
Plea Bargain	The process by which the crown and defence make a deal for the accused to plead guilty to a lesser offence in exchange for information about a crime.
Probation	A court sentence to be served in the community.
Procuring	Obtaining a person for prostitution.
Prosecutor	The person who institutes legal proceeding against someone suspected of committing a criminal act.
Public Mischief	Troublesome behaviour that causes harm to society.
Quasi-Criminal	Offences under provincial statute.
Recognize	A document signed by the accused, promising to appear in court.
Remand	To keep a suspect in custody; or to return a case to a previous court for further action.
Search Warrant	A document giving police officers the right to search.
Soliciting	Accosting in a persistent and pressing manner.
Summary Offence	A minor criminal offence.
Summons	A court order directing a person to appear in court.
Transcript	A written record of trial proceedings.
Warrant of Arrest	A document issued by court giving peace officers the right to arrest an accused and bring them before a court.
Writ of Assistance	A document issued to RCMP, giving special powers to search.

CRIMINAL CASE PROCEDURES



CRIMINAL COURT SYSTEM


Court of Appeal of Alberta
Court of Queen's Bench of Alberta
– Some Indictable Offences
Provincial Court – Criminal Division
– All Summary Offences
– Some Indictable Offences
– Preliminary Hearings

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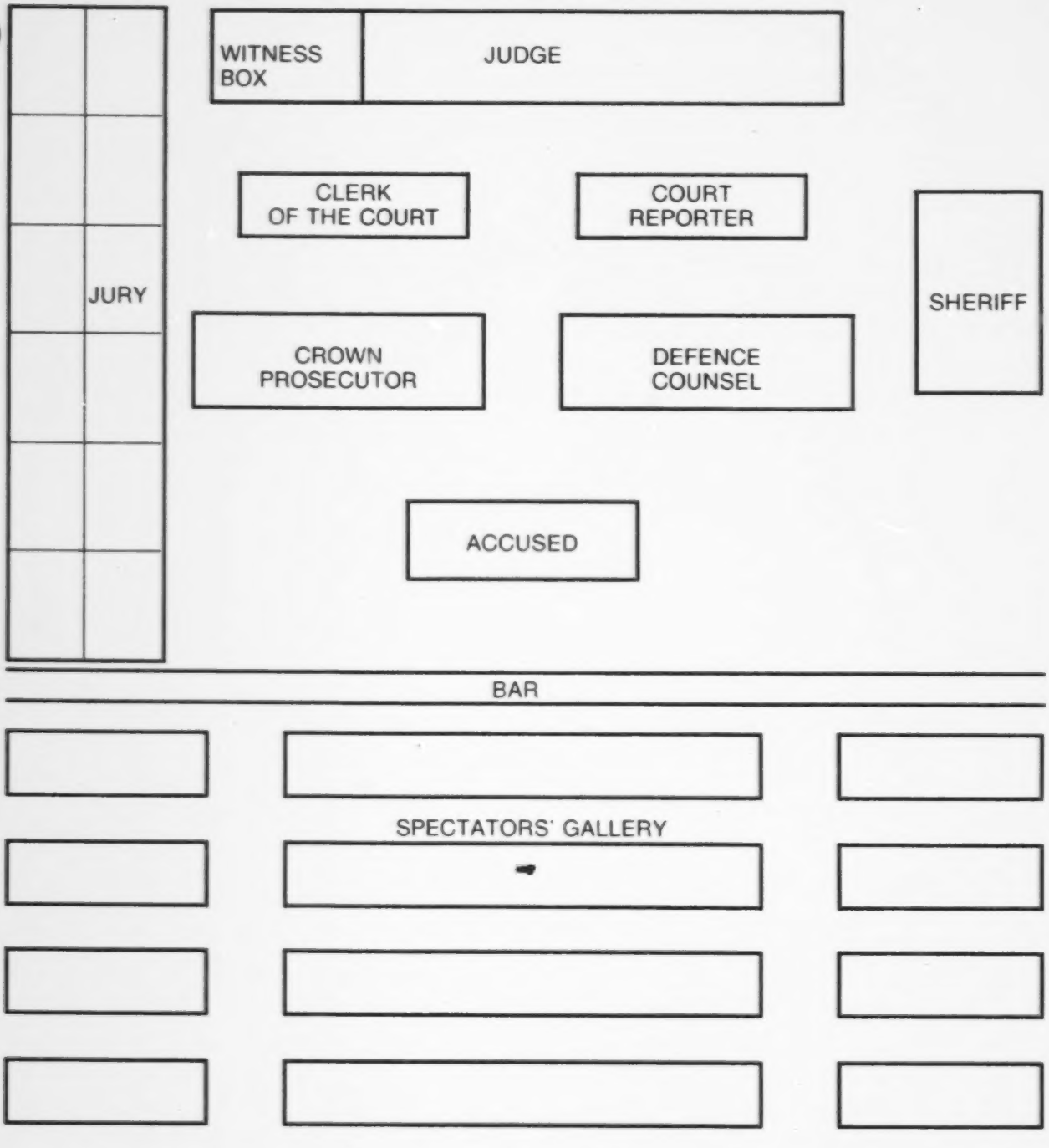
COURTROOM FOR CRIMINAL TRIALS



Module 8: Consumer Law

Status: Elective for Law 20 or 30

Purpose

The purpose of this module is to investigate the laws that govern consumer transactions. Students should be aware of the agencies that exist to help consumers in legal matters and the laws that protect consumers.

Planning

Contact should be made with the Department of Consumer and Corporate Affairs to receive booklets and to discuss the approaches to teaching consumer issues.

A number of practical suggestions should be accepted from the students. This will provide applications for the laws and situations that will be discussed.

Resources

Ursulak has published a book of cartoons that illustrate consumer situations. These cartoons can be made into overhead transparencies.

Students should be called on to role play consumer situations. This could provide a set induction to develop the lesson.

Evaluation

An objective test should be administered. Cases based on consumer laws should be assigned to students.

Module 8: Consumer Law

TOPIC/RESOURCE CORRELATION	TIME	TEACHING SUGGESTIONS	EVALUATION APPROACHES
PROTECTION OF CONSUMERS	20%	Ask students to outline the elements of a contract and relate it to consumer purchases Outline protection laws for consumers	Test Objective questions - multiple choice - fill in the blanks - true – false
BAILMENTS	10%	Identify the various types of bailments Explain the rights of a bailor and bailee Distinguish between different types of bailments	Subjective questions - short answers - cases Worksheets - apply the information that was outlined
BUYING AND SELLING	20%	Assign students to research the concepts of ownership and possession Have students bring copies of warranties from home and compare the conditions Review the Direct Sales Cancellations Act	Evaluate guest speaker - on content - on clarity
FORMS OF SECURITY	10%	Explain the chattel mortgages and the responsibilities of parties involved Invite a guest speaker to talk about credit, on maintaining credit, and providing information	
REGULATORY LAWS	20%	Assign each student to research at least two different acts that relate to consumption Explain steps in declaring bankruptcy in Alberta	
HELPING AGENCIES	20%	Outline the agencies that are established to protect consumers Ask students to work through the steps in solving a consumer problem	

Module 8: Consumer Law

PRINT MATERIALS/PAMPHLETS

Consumer Complaints: A Self-Help Handbook. Alberta Department of Consumer and Corporate Affairs.
Guide to Consumer Law in Alberta. Student Legal Services.
Guarantees and Warranties (Kit). (Teacher Guide and Transparency Masters, 1980) Alberta Department of Consumer and Corporate Affairs.
See also Pamphlet List, 1987, "Business and Consumer Law".

AUDIO-VISUAL MATERIALS

Dial-A-Law: Consumer Law. Calgary Legal Guidance.
The Family and the Law: If Wishes Were Horses (video recording). ACCESS.
The Family and the Law: Lost in the Fine Print (video recording). ACCESS.
Juveniles and the Law: Programs 14 and 15 (audiotapes). ACCESS.
You and the Law: Contract and Consumer Law (video recording). ACCESS.
See Bibliography of Law-Related A.V. Materials, "Business and Consumer Law".

AGENCIES

Better Business Bureau
Consumer Association of Canada

SPEAKERS

Better Business Bureau
Consumer Association of Canada
Legal Resource Centre Speakers Bureau

FIELD TRIPS

Civil Courts

CLASSROOM ACTIVITIES – PROJECTS

Bulletin board displays – Elements of a contract
– Various consumer protection laws
Collect newspaper articles – e.g., S O S. Edmonton Journal
Prepare a report on "how to complain effectively" when a consumer problem arises.

Module 8: Consumer Law

GLOSSARY	
Bailee	The person to whom goods are delivered other than a sale.
Bailor	The person who delivers the goods to another, the owner.
Bailment	Transfer of goods from one person to another.
Bait and Switch	Advertising goods at a low price with the object of switching to higher priced goods.
Barter	Trade or exchange of goods or services.
Better Business Bureau	A non-profit organization of businesses to promote and protect consumers.
Carrier - Common - Private	A party that transports goods regularly for a fee. A party that transports goods only under particular circumstances.
Chattel Mortgage	Security in the form of personal property for the loan of money.
Collateral	Security given as a pledge for the repayment of a loan.
Combines Investigation Act	Federal law dealing with business.
Conditional Sale Contract	A contract for the sale of goods where the transfer of title is dependent on some condition being fulfilled.
Consumers' Association of Canada	A Canadian organization to inform and protect consumers.
F.O.B. - Free on Board	Freight charges start at point of shipment.
Instalment Purchase	A purchase characterized by a down payment and monthly instalments.
Guarantee	A promise that goods meet certain standards.
Lien	The right to hold property of another as security.
Merchantable Quality	Marketable quality, suitable for sale.
Misleading Advertising	Advertising that leads a consumer to believe something untrue.
Mitigate	Reduction of loss due to breach of contract.

GLOSSARY (cont'd)

Repossess	The act of taking back goods.
Sale of Goods Act	An Alberta law covering the conditions of sale of goods.
Sale – Absolute – Conditional	Transfer of title from seller to buyer. Transfer of title only when certain conditions are completed.
Warranty	A promise that goods will meet certain standards.

Module 9: Tort Law

Status: Elective for Law 20 or 30

Purpose

The purpose of this module is to develop an understanding of the fundamental principles of tort law. Students should be able to state the purpose of the tort law and give examples of cases that fall under the tort classification.

Planning

Students should be encouraged to perform a mock court case that would fall under tort law. Instruction should be given to indicate the procedures that are followed in civil cases.

Students should be encouraged to research tort laws and write up a brief summary. The summaries could be used to complete a bulletin board display.

Resources

Gather resource books so that students can research the torts and the purpose of these torts.

Contact should be made with a police officer to talk to the law class on the differences between intentional and unintentional torts.

Evaluation

A test based on objective and subjective questions. This exam should question the students' analytical thinking skills.

Module 9: Tort Law

TOPIC/RESOURCE CORRELATION	TIME	TEACHING SUGGESTIONS	EVALUATION APPROACHES
CONCEPT OF TORT	20%	Outline the characteristics of a tort Distinguish between torts and crimes Identify two different types of torts Discuss remedies	Objective and subjective questions on test Worksheets Evaluate mock trials on participation, organization and the knowledge of assigned role
INTENTIONAL TORTS	30%	Identify main types of torts Assign students to research torts against – person – goods – land Describe torts within each category and characteristics of each tort Ask students to give examples Assign mock trials	Evaluate research projects on completeness, clarity and organization Evaluate guest speaker on – content – method of presentation – appropriateness of topic
UNINTENTIONAL TORTS	30%	Identify these types of torts and the term negligence Assign students to research particular characteristics of these torts Discuss liability Assign cases that outline the unintentional and intentional torts Invite guest speaker to talk about torts	
REMEDIES	20%	Outline remedies and damages available to injured parties	

Module 9: Tort Law

PRINT MATERIALS/PAMPHLETS
See Pamphlet List, 1987, "Tort Law".
AUDIO-VISUAL MATERIALS
Juveniles and the Law: Programs 12 and 13 (audiotapes). ACCESS. *King Solomon's Heir* (video recording). Legal Services Society. *Wide World of Torts* (video recording). University of Windsor. See also Bibliography of Law-Related A.V. Materials, "Torts".
SPEAKERS
Legal Resource Centre Speakers Bureau

Module 9: Tort Law

GLOSSARY	
Allurement	Something that is inviting to young people.
Assault	Tort that causes victim to fear bodily harm.
Battery	Intentional physical harm to another person.
Consent	Free and voluntary agreement.
Contributory Negligence	Negligence on the part of the victim that contributed to his own loss.
Conversion	Unauthorized possession of goods belonging to another.
Defamation	Uttering or publication of false statements injurious to another's reputation.
Detinue	Wrongful possession of property, refusal to return.
Duty of Care	The standard of care owed by one person to another.
Fair Comment	Defence in defamation showing statements were reasonable.
False Imprisonment	Detention of a person without legal authority.
Foreseeability	The ability to anticipate the consequences of actions.
Invitee	A person who enters property for business purposes.
Legal Authority	Legal right to commit an act which otherwise could be a tort.
Libel	Defamation in printed or permanent form.
Licensee	A person who enters property as a guest.
Negligence	A person's failure to exercise reasonable care, resulting in loss.
Nervous Suffering	Damage to a person's state of mind that causes loss.
Nuisance	Using land in such a way that it interferes with another's use and enjoyment.

GLOSSARY (cont'd)

Prescription	Right to use land that has been openly enjoyed without interruption for a certain period.
Privilege	An advantage enjoyed by one person or group not available to others.
Proximate Cause	A substantial cause of injury or loss.
Reasonable Person	Standard used to determine negligence.
Remoteness	A point in a chain of events beyond which courts will not recover for negligence.
Self-Defence	The right to defend one's self from harm.
Slander	Oral defamation.
Standard of Care	The standard by which negligent actions are measured.
Strict Liability	An offence in which the defendant will be liable for loss resulting from defective goods.
Trespass	To enter another's property without permission.
Vicarious Liability	Being responsible for another's negligent acts.
Voluntary Assumption of Risk	Willingly entering into a dangerous activity.

Module 10: Controversial Issues

Status: Elective for Law 20 or 30

Purpose

The purpose of this module is to review various contemporary controversial legal issues that affect individuals. This module should enhance the content of the law class and enable the students to work in areas that they are interested in.

Planning

Students should be expected to carry out research on any of the suggested topics. Teacher should provide guidelines and the students can be involved in debate, written report, oral presentations or bulletin board displays.

Guest speakers should be invited to speak on the topic. Audio-visual material that is relevant and applicable should be integrated into the class. Various activities should be assigned to stimulate student interest.

Resources

Resources can be obtained from government and community sources. Librarians can help students research topics.

Evaluation

A test should be administered at the end of the module. Cases should be assigned which allow students to apply knowledge that has been discussed in class.